

Teacher Evaluation Process

The primary objective of the teacher evaluation process is to improve the quality of instruction. It is recognized that there is an inherent importance and value of having a procedure for assisting and evaluating the progress and success or failure of all teachers.

TENURED TEACHER: Each teacher is to be evaluated annually. Tenured teachers will be ~~observed/evaluated~~ a minimum of one (1) time during the year ~~established for review~~. The teacher may request a second observation/evaluation to be completed within a month. A teacher, who is in contractual continued service and has received a ~~satisfactory~~ *proficient* or better rating during the previous evaluation period, may waive the annual evaluation for no more than one year. A teacher completing a remediation plan shall be ~~evaluated~~ *observed* three (3) times in the year following *successful* completion of the remediation plan. The teacher is then returned to the regular evaluation schedule. The evaluation period for a tenured teacher is a school term.

NON-TENURED TEACHER: a non-tenured teacher will be ~~observed/evaluated~~ a minimum of three (3) times per year the first and second year of employment and a minimum of two (2) times the third year of employment and a minimum of one (1) time the fourth year of employment. The evaluation period for a non-tenured teacher is from the beginning of the school year until March 15th.

The evaluation process:

1. The evaluator will explain the teacher evaluation process to all new faculty members during the first quarter of the school term.
2. During the first quarter, the evaluator will meet with each teacher being evaluated to discuss goals related to teaching activities and to establish a timeline for observations, conferences and a final summative evaluation conference.
3. The evaluator and the teacher will meet for a pre-evaluation conference prior to any formal observation.
4. The evaluator and the teacher will meet for a post-evaluation conference following each observation within ten (10) working days.
5. The evaluator will use the Observation Narrative Form as found in the District policy. All Observation Narrative Forms are to be placed in the teacher's personnel file with the written summative evaluation form at the conclusion of the evaluation period.
6. In composing narratives and establishing ratings for the summative evaluation form. Administrators may use all pertinent information previously shared in writing with the teacher. This information must be filed in the personnel file with the completed Teacher Evaluation Forms at the conclusion of the evaluation period.

Evaluations shall be completed in accordance with the directions contained in the policy adopted by the District of Education. A failure by the District or administration to follow the procedures set forth shall be subject for a grievance.

The Association shall be consulted concerning any changes in the adopted teacher evaluation process.

The principals shall provide the teacher with the assistance to improve the quality of teaching.

The teacher may exercise the option to write remarks on the Teacher Evaluation Forms.

The evaluation instruments shall be in the hands of the teacher and the final evaluation conference held prior to the termination of the agreed on evaluation period.

Qualitative indicators on said evaluations will be scored as follows:

E – Excellent

~~S – Satisfactory~~ *P – Proficient*

NI – Needs Improvement

U – Unsatisfactory

NA – Not Applicable

Pre-Conference Date:

Teacher's Name:

Subject / Grade Level:

Observer's Name:

Date of Observation:

Time:

Number of Students Present:

Instructional Planning

NA	Is properly prepared for start of instruction
NA	Properly maintains plans necessary for effective instruction
NA	Revises plans on an ongoing basis, considering student needs, abilities, and interests
NA	Adapts district curriculum and Illinois Learning Standards to particular classroom situations

Instructional Methods

NA	Conveys enthusiasm for lesson content
NA	Conveys the objective(s) of the lesson to the students
NA	Varies the pace of instruction
NA	Employs a questioning strategy to move beyond the lower levels of thinking
NA	Provides modeling and guided practice at appropriate times during the lesson
NA	Applies instructional techniques, which focus on various learning modalities
NA	Uses classroom time efficiently
NA	Reinforces skills and concepts previously covered
NA	Makes assignments pertinent to objectives
NA	Brings appropriate closure to the lesson
NA	Provides time to work on assignments with teacher assistance
NA	Recognizes and attempts to adjust to individual student's needs and abilities
NA	Speaks and presents lessons clearly and effectively

Classroom Management

NA	Develops a safe, orderly and academically focused environment for learning
NA	Classroom rules and consequences are posted if appropriate
NA	Communicates to students objectives, assignments, classroom procedures and teacher expectations of students
NA	Classroom arrangement is conducive to optimum learning
NA	Enforces classroom rules and discipline procedures in accordance with all policies
NA	Students are actively engaged in learning
NA	Addresses student situations appropriately
NA	Is respectful and empathetic to students
NA	Employs non-verbal cues effectively (i.e. proximity control)
NA	Communicates grading procedures and maintains consistency of assessment

Competency in Subject Matter Taught

NA Is knowledgeable in content area (must relate to teacher certification or approval only)
NA Possesses knowledge of available and current research as it applies to subject matter

Commendations & Recommendations

Professional Concerns

Professional Suggestions

Teacher's Signature

Date

Observer's Signature

Date

Pre-Conference Date:
Teacher's Name:
Subject / Grade Level:
Observer's Name:
Date of Observation:
Time:
Number of Students Present:

Teacher's GoalsAttendance & Punctuality

NA	Attends and is punctual reporting to job assignments (for example: teaching duties, conferences, institutes)
NA	Communicates reason for absence or tardiness to supervisor when circumstances prevent punctuality

Instructional Planning

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School District and Community Relations

- NA Demonstrates willingness to participate in district sponsored activities, for example: extracurricular events (athletic events, and/or concerts, and/or plays), and/or Parent Teacher Groups, and/or graduation exercises.
- NA Involves oneself in projects to benefit school and/or district, for example: science fairs, and/or Board of Education meetings, and/or annual fundraisers
- NA Is aware of and properly utilizes district approved community support services when appropriate, for example: local field trips, and/or D.A.R.E.
- NA Maintains positive working relationship with all staff
- NA Adheres to approved district and school policies and procedures
- NA Promptly communicates with Principal and/or parent when a problem needs supportive help

Commendations & Recommendations

Professional Concerns

Professional Suggestions

Evaluator's Statement Concerning Teacher's Accomplishment of Goal(s)

Evaluator's Overall Rating

Evaluator's Basis Concerning this Rating (Optional if Satisfactory)

Remarks by the Teacher (Optional)

Teacher's Signature

Date

Observer's Signature

Date