REACH Students
Recognizing Educators Advancing Chicago’s Students

Educator Evaluation Handbook
2018-2019

Chicago Public Schools
CITY OF CHICAGO
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Mayor

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We gratefully acknowledge the encouragement and expertise contributed by the following individuals and departments in support of the creation of this Handbook: Mike Herring, Marci Gitles, Annamae Heiman, LaShonda Hicks-Curry, Marva Franklin-Hardeman, Daina Mileris, Peter Leonard, Kristen Reichmann, Elliot Avis, Bridget Lee, Joe Moriarty, Peter Brierton, Amanda Smith, the Office of School Counseling and Postsecondary Advising, the Talent Office, the Office of Strategy, Research and Accountability, the Office of Professional Learning and the Office of Teaching and Learning.

In addition we thank the teachers and administrators of Chicago Public Schools for the work they do every day to advance our students toward success in college, career and life.
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REACH Students
Overview
Classroom Educators

For teachers and librarians, there are two components to the system: Professional Practice and Student Growth.

- **Professional Practice** is measured using a discipline-specific CPS Framework, one each for teachers and teacher-librarians.

- **Student Growth** is measured in two ways, in most cases:
  - REACH Students Performance Tasks
  - Value-Added using standardized assessment growth
Non Classroom Educators and Related Service Providers

Educators evaluated using the Frameworks below will receive a final rating based solely on Professional Practice. Professional Practice is measured using the appropriate discipline-specific Framework.

- School Counselors
- Educational Support Specialists
- School Nursing
- School Social Work
- Speech-Language Pathology
- School Psychology

Information regarding the RSP evaluation policies and procedures is available on the Knowledge Center.

Evaluator Assignments for RSPs

<table>
<thead>
<tr>
<th>ODLSS Evaluators</th>
<th>School-Level Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All Formal Observations and Case Review Conferences for RPSs on PDP or Remediation Plan</td>
<td>• All Formal Observations for RSPs* on a Biennial Plan</td>
</tr>
<tr>
<td>• All Formal Observations and Case Review Conferences for RSPs on Annual Plan</td>
<td></td>
</tr>
<tr>
<td>• All Case Review Conferences for RSPs on a Biennial Plan</td>
<td></td>
</tr>
</tbody>
</table>

* SLP, SSW, PSY only

ODLSS determines which school level administrators will evaluate RSPs assigned to multiple schools based on allocated time.

**NOTE:** Case Managers will conduct the Case Review once the Formal observation is complete.
The table below places educators into categories aligned with their multiple measures percentage weights.

<table>
<thead>
<tr>
<th>Educators</th>
<th>Professional Practice</th>
<th>Student Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category A:</strong> Elementary Grade 3–8 educators who teach English, Reading, Math, including EL, Special Education cluster, inclusion and resource teachers</td>
<td>70%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20% Individual</td>
</tr>
<tr>
<td><strong>Category B:</strong> Elementary PreK–Grade 2 educators, including EL, Special Education cluster, inclusion and resource teachers in PreK–Grade 2</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30% based on 2 Performance Tasks</td>
</tr>
<tr>
<td><strong>Category C:</strong> Elementary Grade 3–8 non-literate or math teachers such as Science, Social Science, Fine Arts, Physical Education, including librarians</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30% based on 2 Performance Tasks</td>
</tr>
<tr>
<td><strong>Category D:</strong> High School educators including EL and Special Education cluster, inclusion and resource teachers</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30% based on 2 Performance Tasks</td>
</tr>
<tr>
<td><strong>Category E:</strong> Counselors, Related Service Providers (RSP), Educational Support Specialists (ESS)</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Student Growth Notes**

*Value added* scores are calculated based on student performance on NWEA MAP for elementary school teachers.

**Value Added Notes**

An educator will receive individual VAM if:
- he/she teaches grades 3-8
- he/she provides instruction in Reading or Math for ten or more students as determined through Roster Verification
- students have valid pre- and post-test scores (NWEA spring to spring)
- he/she must have taught in six or more months during the school year

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Students who take the Dynamic Learning Maps (DLM) Alternate Assessment, formerly IAA, or who receive scores below 3.5 on ACCESS Literacy are excluded from all VAM calculations.

**Performance Task Notes**

An educator will receive credit for a student’s growth on Performance Tasks for purposes of his/her REACH evaluation if:

- student has BOY task scores correctly entered in the CIM system using a CPS-assigned task code during an approved BOY or MOY window
- student has EOY task scores correctly entered in CIM using the matching EOY task code during the approved EOY window
- the teacher verifies all students on both the Performance Task and Classroom rosters that they expect to receive PT student growth credit for in the Battelle for Kids system
  - **IMPORTANT:** Any teacher who did not enter BOYs into CIM (i.e. SpEd/EL Resource, teacher on leave subs, etc) will not see their PT automatically listed in Battelle, and must ADD the PT roster(s)/students they expect to get PT Credit for!

For additional guidance on PT Verification see the [Performance Task Roster Verification 101 Webinar & Slides](mailto:rosterverification@cps.edu) or email rosterverification@cps.edu.

All teachers in a school for 100 or more instructional days are expected to ensure their students satisfy the above three conditions to receive credit for student growth on Performance Tasks.

It is imperative that the Roster Verification is carefully entered and closely monitored.
REACH Students Overview

<table>
<thead>
<tr>
<th>Month</th>
<th>Annual Plan</th>
<th>Biennial Plan</th>
<th>Oct. 1</th>
<th>Formal Observation Year 1 and Year 2</th>
<th>Discussion of Domain 4: Professional Responsibilities</th>
<th>BOY REACH Performance Tasks</th>
<th>Educators administer BOY tasks then score and enter results into CIM</th>
<th>Standardized Assessments</th>
<th>MOY REACH Performance Tasks</th>
<th>Qualified educators administer MOY tasks then score &amp; enter results into CIM</th>
<th>Varies throughout school year</th>
<th>Classroom and Performance Task Roster Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
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<td>Nov</td>
<td>Observation 1</td>
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<td>Observation 2</td>
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<td>March</td>
<td>Observation 3</td>
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</tbody>
</table>

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The Four Domains

The CPS Framework for Teaching is a modified version of Charlotte Danielson’s Framework for Teaching. It was developed in collaboration with the CTU. The CPS Framework for Teaching organizes the work of teachers into four numbered sections called domains.

The Components

Each domain contains four or five lettered components. Educators receive ratings at the component level following Formal and Informal Observations.

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Domain 2: Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What a Teacher Does in Preparation of Teaching</strong></td>
<td><strong>The culture of the classroom characterized by the relationships and management of the room for the purpose of learning.</strong></td>
</tr>
<tr>
<td>1a: Demonstrating Knowledge of Content and Pedagogy</td>
<td>2a: Creating an Environment of Respect and Rapport</td>
</tr>
<tr>
<td>1b: Demonstrating Knowledge of Students</td>
<td>2b: Establishing a Culture for Learning</td>
</tr>
<tr>
<td>1c: Selecting Learning Objectives</td>
<td>2c: Managing Classroom Procedures</td>
</tr>
<tr>
<td>1d: Designing Coherent Instruction</td>
<td>2d: Managing Student Behavior</td>
</tr>
<tr>
<td>1e: Designing Student Assessment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 4: Professional Responsibilities</th>
<th>Domain 3: Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional responsibility and behavior outside of the classroom</strong></td>
<td><strong>What a teacher does in engaging students in learning</strong></td>
</tr>
<tr>
<td>4a: Reflecting on Teaching and Learning</td>
<td>3a: Communicating with Students</td>
</tr>
<tr>
<td>4b: Maintaining Accurate Records</td>
<td>3b: Using Questioning and Discussion Techniques</td>
</tr>
<tr>
<td>4c: Communicating with Families</td>
<td>3c: Engaging Students in Learning</td>
</tr>
<tr>
<td>4d: Growing and Developing Professionally</td>
<td>3d: Using Assessment in Instruction</td>
</tr>
<tr>
<td>4e: Demonstrating Professionalism</td>
<td>3e: Demonstrating Flexibility and Responsiveness</td>
</tr>
</tbody>
</table>

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Listed below are the weights for calculating Professional Practice scores in each Domain.

**CPS Framework for Teaching**

**Domain Weights for Professional Practice**

- Domain 1: Planning and Preparation - 10%
- Domain 2: Classroom Environment - 25%
- Domain 3: Instruction - 40%
- Domain 4: Professional Responsibilities - 25%
Framework Vocabulary: Domain, Component and Element

The CPS Framework for Teaching is organized in three levels: Domain, Component, and Element.

Domain 3: Instruction

- Communicating with Students
  - Standards-Based Learning Objectives
  - Directions for Activities
  - Content Delivery and Clarity
  - Use of Oral and Written Language

- Using Questioning and Discussion Techniques
  - Use of Low- and High-Level Questioning
  - Discussion Techniques
  - Student Participation and Explanation of Thinking

- Engaging Students in Learning
  - Standards-Based Objectives and Task Complexity
  - Access to Suitable and Engaging Texts
  - Structure, Pacing and Grouping

- Using Assessment in Instruction
  - Assessment Performance Levels
  - Monitoring of Student Learning with Checks for Understanding
  - Student Self-Assessment and Monitoring of Progress

- Demonstrating Flexibility and Responsiveness
  - Lesson Adjustment
  - Response to Student Needs
  - Persistence
  - Intervention and Enrichment

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Educators should check their assigned Framework in the Reflect and Learn System (RLS) to ensure it is correct. If you have any questions about what you see in RLS, check with a school administrator. If you need technical assistance with RLS, call the Help Desk at (773) 553-3925.

The CPS Framework for Teaching Companion Guide lists unique characteristics of teaching practice for the content area/settings, as well as examples of practice at the Proficient and Distinguished levels of performance. Educators and school administrators may wish to use these resources as a reference when reflecting on practice and during the REACH observation cycle.

The following Addenda are available on the Knowledge Center: Arts, English Language Learner, Physical Education, PreK-Gr.2, and Special Education. Educators and evaluators will benefit from referencing these materials during Pre- and Post-Observation Conferences.
CPS Frameworks are rubrics that describe professional practice across a continuum for each component. The levels of performance of the CPS Frameworks are Distinguished, Proficient, Basic, and Unsatisfactory. It is important to recognize that levels of performance refer to educator practice, not the educator.

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Refers to teaching that does not convey understanding of the concepts underlying the component. Teachers whose practice falls into this level of performance are doing academic harm in the classroom.</td>
<td>Refers to teaching practice that demonstrates the necessary knowledge and skills to be effective, but its application is inconsistent.</td>
<td>Refers to successful, teaching practice that is consistently high level. Most experienced teachers frequently demonstrates practice at this level.</td>
<td>Refers to professional teaching that innovatively involves students in the learning process and creates a community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside of their school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Indicators</th>
<th>Little or None</th>
<th>Some</th>
<th>Most</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unclear</td>
<td>Inconsistent</td>
<td>Consistent</td>
<td>Complex</td>
</tr>
<tr>
<td></td>
<td>Not Aligned</td>
<td>Partial</td>
<td>Clear</td>
<td>Leadership</td>
</tr>
</tbody>
</table>

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In addition to the *Critical Attributes for the CPS Framework for Teaching*, CPS and CTU worked together to develop an additional resource to help describe teaching at each level of performance for teachers of Diverse Learners. The *SPED Critical Attributes* are available on the Knowledge Center. Critical Attributes represent descriptions of what one might see in a classroom. They are not exhaustive and should not be used as checklists to justify ratings. *When determining a level of performance, the evaluator must use the language of the Framework.*

### 2013 CPS Framework for Teaching with Critical Attributes

#### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a: Demonstrating Knowledge of Content and Pedagogy</td>
<td>Teacher demonstrates little to no knowledge of relevant content standards within and across grade levels. Teacher demonstrates no knowledge of the disciplinary way of reading, writing and/or thinking within the subject area. Teacher demonstrates little understanding of prerequisite knowledge important to student learning of the content/skills. Teacher's plans reflect little or no understanding of the range of pedagogical approaches suitable to student learning of the content/skills being taught.</td>
<td>Teacher demonstrates knowledge of the relevant content standards within and across grade levels. Teacher demonstrates no knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Teacher demonstrates some knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. The teacher demonstrates some understanding of prerequisite learning, although knowledge of relationships among topics may be inaccurate or incomplete. Teacher’s plans reflect a limited range of pedagogical approaches suitable to student learning of the content/skills being taught.</td>
<td>Teacher demonstrates knowledge of the relevant content standards within and across grade levels. Teacher demonstrates knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Teacher demonstrates accurate understanding of prerequisite learning and relationships among topics and concepts. Teacher’s plans reflect a range of effective pedagogical approaches suitable to student learning of the content/skills being taught.</td>
<td>Teacher demonstrates knowledge of the relevant content standards within and across grade levels, as well as how these standards relate to other disciplines. Teacher’s plans demonstrate extensive knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Teacher demonstrates deep understanding of prerequisite learning and relationships among topics and concepts. Teacher’s plans include a range of effective pedagogical approaches suitable to student learning of the content/skills being taught and anticipate student misconceptions.</td>
</tr>
</tbody>
</table>

1. Unit and/or lesson plans do not include content standards.  
2. Unit and/or lesson plans do not include strategies that require reading, writing or thinking in the content area.  
3. Unit and/or lesson plans include content that is not sequenced based on prior lessons or prior student knowledge.  
4. Unit and/or lesson plans include instructional strategies that are not appropriate for the content or students’ learning styles.

1. Unit and/or lesson plans include content standards but they may not be entirely appropriate for the grade level or properly sequenced.  
2. Unit and/or lesson plans include some strategies that require reading, writing or thinking in the content area but they may not be fully described or appropriately selected.  
3. Unit and/or lesson plans include content that is well sequenced and builds on prior lessons and student knowledge.  
4. Unit and/or lesson plans include instructional strategies that are somewhat appropriate for the content and students’ learning styles.

1. Unit and/or lesson plans include content standards that are grade level appropriate and are properly sequenced.  
2. Unit and/or lesson plans include appropriate and articulated strategies requiring reading, writing or thinking in the content area.  
3. Unit and/or lesson plans include content that is well sequenced and builds on prior lessons and student knowledge.  
4. Unit and/or lesson plans include a diverse range of instructional strategies that are entirely appropriate for the content and students’ learning styles.

In addition to the characteristics of “proficient,”  
1. Unit and/or lesson plans include connections to content standards from related disciplines.  
2. Unit and/or lesson plans include strategies that connect reading, writing or thinking within the content area or to related disciplines.  
3. Unit and/or lesson plans include strategies to clarify connections between major concepts in the content.  
4. Unit and/or lesson plans include instructional strategies to anticipate student questions and student interest.
Critical Attributes exist for the following CPS Frameworks: Teaching, Psychology, School Social Work, School Nursing, and Speech-Language Pathology. Practitioners are encouraged to print, read, and annotate relevant Critical Attributes. Practitioners may want to reference these materials during Pre- and Post-Observation Conferences.

Special Education Critical Attributes and Co-Teaching Guidance

In addition to the Special Education Addendum, CPS and CTU worked together to develop additional resources. The Critical Attributes help describe teaching at each level of performance for teachers of Diverse Learners while the Co-Teaching Guidance provides assistance to both educators and evaluators around this teaching model. The SPED Critical Attributes are available on the Knowledge Center.

The CPS Frameworks should guide professional growth and are used by administrators and educators during observations to determine current levels of performance and promote reflection on practice.

In using the Framework to evaluate educator practice, evaluators should consider the **preponderance of the evidence**. Evaluators should not expect to see everything described in each component of the Framework in every observation or conference.
Determining Your Evaluation Plan

**Evaluation Plan:** The specific timing and type of observations are determined by the assigned Evaluation Plan. Every CPS educator is on an Annual Plan or a Biennial Plan.

**Are you a Probationary Appointed Teacher (PAT)?**

<table>
<thead>
<tr>
<th>All PAT educators are assigned to an ANNUAL PLAN.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Three observations within a single school year</td>
</tr>
<tr>
<td>• Two Formal observations and one Informal Observation</td>
</tr>
<tr>
<td>• Observations are separated by at least one calendar month</td>
</tr>
<tr>
<td>• Summative rating issued in September 2018</td>
</tr>
</tbody>
</table>

**Are you a Tenured Educator?**

The Evaluation Plan for tenured educators is determined by their previous summative REACH Students Rating. Some tenured educators are assigned to an **ANNUAL PLAN**, while some are assigned to a **BIENNIAL PLAN**.

<table>
<thead>
<tr>
<th>Annual Plan</th>
<th>Bienniel Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A previous summative REACH Students Rating of Developing</strong></td>
<td></td>
</tr>
<tr>
<td>• Three observations within a single school year</td>
<td></td>
</tr>
<tr>
<td>• Two Formal Observations and one Informal Observations</td>
<td></td>
</tr>
<tr>
<td>• Observations are separated by at least one calendar month</td>
<td></td>
</tr>
<tr>
<td>• Summative rating issued in September 2018</td>
<td></td>
</tr>
<tr>
<td><strong>A previous summative REACH Students Rating of Proficient/Excellent</strong></td>
<td></td>
</tr>
<tr>
<td>• Three observations across two school years</td>
<td></td>
</tr>
<tr>
<td>• Two Formal and one Informal across two school years with 1 Formal per year</td>
<td></td>
</tr>
<tr>
<td>• Observations are separated by at least three calendar months</td>
<td></td>
</tr>
<tr>
<td>• Summative rating issued in September 2018-2019-Year 2</td>
<td></td>
</tr>
</tbody>
</table>

*Tenured educators with an Unsatisfactory rating are placed on a Remediation Plan. Please reference the Remediation/ PDP page 55 for more information.*

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REACH observations will only be conducted by Evaluators certified by the Illinois State Board of Education (ISBE). In the event that the Principal and Assistant Principal in a building are unable to conduct observations due to unexpected circumstances, CPS may appoint a certified Evaluator.

It is important to note that additional classroom visits by school colleagues, network teams, school leadership teams and/or individuals (e.g., peer observations, walkthroughs, snapshots) may still occur, but these classroom visits are non-evaluative and do not count toward a teacher’s summative REACH Students Rating. That is, only evidence gathered during a REACH Students Formal or Informal Observation is used to inform a teacher’s summative REACH Students Rating.

Any observation, REACH Students or otherwise, should be used as an opportunity to hold additional collaborative conversations, develop teaching practice and support teachers in achieving professional goals.

REACH Students observations can begin at the start of the 5th week of school, Monday, October 1, 2018. Pre-Observation Conferences can commence prior to October 1, 2017 and must be held 5 or less school days before the observation.

REACH Students observations must end on Friday, May 24, 2019. Post-Observation Conferences can be held after May 24, 2019 and must take place within 3-10 schools days of the classroom observation.
There are two types of observations, Formal and Informal. Educators shall have 3 observations by qualified evaluators during their evaluation cycles, at least two of which shall be Formal observations in order to receive a summative rating.

A complete list of the REACH Best Practices can be found on pages 62-63.

**Best Practices for Scheduling REACH Observations**

- The principal leads the development of a year-long REACH observation schedule that is completed prior to the first day of observations. The principal shares this document (or a summary) with Educators (ILT, PPC, PPLC). This is a fluid document, subject to change based on school scheduling circumstances.
- Educators check-in with administrators to get a general idea of when observations will occur.
- Upon returning from an extended leave, an Evaluator should not observe an Educator for REACH purposes for at least two weeks of instruction, unless failure to observe will result in Inability to Rate.
- Nothing shall impede principals and APs from conducting additional formative, non-REACH observations of teachers.
The Formal Observation includes a:

- **Pre-Observation Conference** (focused on Domain 1)
- **Classroom Observation** (Domains 2 and 3)
- **Post-Observation Conference** (Component 4a and reflection on the observation).

All formal observation shall be 45 minutes in duration, the length of the class period OR the length of the lesson. All Framework components are rated. The same evaluator shall conduct the Pre-Conference, observation and Post-Observation Conference for each observation. Educators are not required to submit responses to the Protocol for the Post-Observation conference, but should be prepared to discuss the questions.

### Pre-Observation Conference Best Practices

**Prior to the Pre-Observation Conference**

- Evaluators use teacher-directed preparation periods to conduct Pre and Post-Observation Conferences.
- Evaluator provides 48 hours (2 school days) notice to Educator.
- In elementary schools, Educator and Evaluator identify the content that will be observed (i.e. writing, math, literacy, science, social studies) and unit of instruction to be observed.
- In high schools, Educator and Evaluator identify the type of class where the observation will occur (i.e. Algebra, Spanish 2 Honors, Senior English) and unit of instruction to be observed. This process also applies to Elementary Exploratory Educators.
- Educators complete Pre-Observation Protocol and upload unit and/or lesson plan in RLS prior to the conference.
During the Pre-Observation Conference

- Evaluator and Educator reference relevant Addendum, Critical Attributes, and/or other REACH documents posted on the Knowledge Center.
- Evaluator and Educator refer to Remediation or Professional Development Plan to guide progress and feedback (if applicable).
- Evaluator will not use Educator non-completion of Pre-Conference Protocol as sole justification for ratings. Evaluator summarizes evidence provided in Protocol and relevant parts of discussion to provide clear written rationale for ratings.
- Any additions, uploads or edits by the Educator to the Pre-Conference section in RLS after the Conference should only take place with the Evaluator’s knowledge.

Best Practices for Classroom Observation

Observation

- Observation occurs within 5 school days but no sooner than the next school day following the Pre-Conference.
- Evaluators may discreetly interact with students. Evaluators ask students questions that help illuminate their understanding of objectives, relevance, and assessment practices. For example, when students are working independently, Evaluators may ask individuals questions like: “What are you working on? Why are you working on this? Will you get a grade? What feedback will you get on this work?”
Professional Practice

Formal Observation

Post-Observation Conference Best Practices

Prior to the Post-Observation Conference

• Evaluator schedules conference no sooner than 3 days following the observation.
• Evaluator shares evidence in RLS with enough time for Educator to review.
• Educator reviews evidence against Framework to spur reflection.
• Educator gathers pertinent evidence or supporting artifacts (i.e. student work, exit slips, quizzes) from the observation period
• Educator completes Post-Observation Protocol in RLS with enough time for Evaluator to review. Evaluator reviews answers to inform feedback and coaching opportunities.

During the Post-Observation Conference

• It is recommended that Evaluator and Educator reference the Post-Observation protocol
• Evaluator and Educator reference relevant Addendum, Critical Attributes, and/or other REACH documents posted on the Knowledge Center.
• Evaluator and Educator refer to Remediation or Professional Development Plan to guide progress and feedback (if applicable).
• Evaluator will not use Educator non-completion of Post-Conference Protocol as sole justification for ratings. Evaluator summarizes evidence provided in Protocol and relevant parts of discussion to provide clear rationale for ratings.
• Evaluator and Educator discuss evidence for components 4b-4e once per evaluation cycle.
• Evaluator shares preliminary component level ratings for discussion. Ratings are not finalized until after the Post-conference.

After the Post-Observation Conference

• Evaluator shares final component-level ratings with the Educator in RLS within a reasonable time after the Post-Observation Conference.

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Informal Observations are a minimum of 15 minutes and may be unannounced. The focus is on Domain 2 (Classroom Environment) and Domain 3 (Instruction) and ratings are provided in components for which there is sufficient evidence.

Informal Observations are occasions for more targeted coaching. It is an opportunity to focus on specific components, such as those discussed in a prior Post-Observation Conference, in order to improve practice.

Administrators are also encouraged to conduct non-evaluative visits in order to provide more frequent feedback to educators. If it is a REACH Students Informal Observation, the evaluator should inform the educator when evidence and ratings have been entered into RLS.

Informal Observation Best Practices

- Observations may be unannounced but the Evaluator will inform Educator when the observation is a REACH informal observation either upon arrival in the classroom or promptly following the observation.
- Evaluators may discreetly interact with students. Evaluators ask students questions that help illuminate their understanding of objectives, relevance, and assessment practices. For example, when students are working independently, Evaluators may ask individuals questions like: “What are you working on? Why are you working on this? Will you get a grade? What feedback will you get on this work?”
- Evaluator shares evidence in RLS with enough time for Educator to review.
- Educator can request a Post-Conference to take place within 3-10 days following the informal observation. Educators should make this request up to 5 days from the observation.
- If an Educator or Evaluator requests a Post-Conference, Evaluator will not finalize scores in RLS until after Post-Conference has occurred.
Components 4b-4e are not rated during a formal observation, but evaluators and educators are encouraged to discuss them during a Post-Observation Conference. Ratings are issued once per evaluation cycle.

**WHAT evidence should be entered into the Reflect and Learn System?**
- Evidence for 4b–4e can be captured as a brief narrative that reflects the educator’s professional practice throughout the school year.
- Educators receiving a summative rating at the end of SY 2017-18 are encouraged to enter evidence by mid-February in order to receive feedback.
- Up to two artifacts, per component, that showcase best practices can also be submitted, but a thoughtful description may take the place of uploading documents into RLS.

**WHAT happens after evidence has been entered into the Reflect and Learn System?**
- Evaluators are encouraged to review the evidence and provide feedback by the end of spring break.
- Educators make final edits to the evidence by May 10, 2019.
- Evaluators review final evidence and issue final ratings by June 10, 2019.

**WHO will receive a ratings for 4b-4e at the end of SY 2018–2019?**
- PATs
- Tenured Educators on an Annual Plan
- Tenured or Part-time Educators completing Year 2 of a Biennial Plan

Quality of evidence is more important than quantity of evidence. Re-read the language of the Framework to inform the writing of a narrative description of practice. Educators should only upload evidence that explicitly helps an evaluator assess the proper level of performance.

Educators are encouraged to reach out to their evaluators to discuss evidence and ratings during the Post-Observation Conference.

If an educator on a Biennial Plan submits evidence for Components 4b–4e in year one of their two year cycle, the evaluator should consider that evidence as well as any evidence they document in year two when issuing final ratings.

**Note:** If scores are entered in 4b-4e during Year 1 of a Biennial’s cycle, those scores will not count toward the rating. Only scores entered in Year 2 are used in summative calculations.
Attendance

Attendance is one of five elements of Component 4e: Demonstrating Professionalism. Evaluators must always consider the preponderance of evidence across the entire component when issuing ratings. It is not appropriate for an evaluator to assign more weight to Attendance than Integrity and Ethical Conduct, Advocacy, Decision-Making, or Compliance with School and District Regulations. An evaluator may not create local school criteria regarding attendance and apply them as part of the REACH Students evaluation process.

Educators are encouraged to be mindful of the importance of punctuality and regular attendance, but should not be deterred from appropriately using contractual benefit time. Educators must follow their school’s absence monitoring procedures (reporting, substitute plans, etc.) when taking a benefit day.

It is considered misconduct if an educator abuses sick or personal business benefit days, or uses absences to avoid the REACH process. Examples of conduct that may merit disciplinary action include but are not limited to:

- repeated tardiness
- repeated unplanned absences with short notice
- short notice of planned absences
- planned or unplanned absences on key dates for the school (report card pick-up, PD days, testing days, special event days)
- repeated Friday/Monday, day before holiday/break absences
- excessive numbers of days off without a leave of absence
- use of sick days for other than personal illness
The **Reflect and Learn System (RLS)** facilitates professional dialogue and meaningful feedback between CPS educators and evaluators to help us all better serve the needs of Chicago’s students. Through the evaluation cycle, evaluators use RLS to collect evidence, align evidence to components and enter component-level ratings. Educators may use RLS to upload relevant documentation for observation cycles and professional responsibility components as well as view REACH Students Evaluation Summary Reports and observation cycle evidence and ratings. During the school year, educators interact with RLS to:

- **Access REACH Students Evaluation Summary Report**
  Educators can always access REACH Students Evaluation Summary Reports that have been issued on the RLS homepage.

- **Review Evaluator Evidence**
  Educators can view evaluator evidence for each scored component after the evaluator has entered and shared these items in RLS.

- **Review Component-Level Ratings after a Post-Observation Conference**
  Educators can review evidence that an evaluator as entered and shared in RLS.

- **Upload Documents as Evidence**
  Educators are encouraged to complete and upload relevant materials into RLS to support their evaluation cycles. Relevant items may include *Protocol(s) for Pre- and Post-Observation Conference* question sets. Excessive uploading of documents is discouraged.

Log into the Reflect and Learn System by going to [https://reflectandlearn.cps.edu/](https://reflectandlearn.cps.edu/) Use your CPS Username and Password to gain access.
A REACH Students Performance Task is a written or hands-on demonstration of mastery, or progress towards mastery, of a selected standard(s) or skill(s). It asks students to perform or to generate meaning on their own rather than select answers from a pre-determined list. REACH Students PTs can yield rich insights not only into what students know and do not yet know, but how they apply their knowledge to complex questions or tasks. This provides teachers with formative information they can use to help students improve not just their content knowledge, but the facility with which they can “put it all together.”

**Performance Task Development**

REACH Performance Tasks are developed by teams of CPS teachers and approved by CPS content area teams. Over 250 CPS teachers with expertise across PK–12 in 12 different content areas create, review and update the collection of REACH Students Performance Tasks administered across the District each year. The teams select a foundational standard in the content area/grade level that is measurable within one class period. They then design, pilot, and refine a beginning and end of year test form. During the process, over 20 central office content specialists and members of the Department of Student Assessment provide training, guidance, and support.

**Task Administration**

ALL classroom educators evaluated using the *CPS Framework for Teaching* or *CPS Framework for Teacher-Librarians* must administer a REACH Students Performance Task to one or more classrooms (see p. 8). REACH Performance Tasks must be administered to the same group of students during one of the approved PT windows below at the beginning/middle and the end of the 2018-19 school year.

<table>
<thead>
<tr>
<th>Administration Windows (SY 18–19)</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of Year (BOY)</td>
<td>September 17, 2018 – November 2, 2018</td>
</tr>
<tr>
<td>Middle of Year (MOY 3rd Quarter)</td>
<td>February 4, 2019 – March 1, 2019</td>
</tr>
<tr>
<td>Middle of Year (MOY 4th Quarter)</td>
<td>April 8, 2019 – May 10, 2019</td>
</tr>
<tr>
<td>End of Year (EOY)</td>
<td>May 6, 2019 – June 7, 2019</td>
</tr>
</tbody>
</table>

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Task Ordering

Teachers can obtain their REACH Students Performance Tasks in two ways:

1) Teachers can place an order for their tasks through the Google Form available on the REACH PT page through the Department of Student Assessment, and the relevant materials will be delivered to schools. All teachers administering BOY PTs during the Fall BOY window, all teachers administering during an MOY3rd or MOY 4th Quarter window, and/or TATs/substitutes who will be covering Teacher on Leave classrooms MOY PT should order BOY PTs during this window between August 17–August 31, 2018. Spring EOY order dates will be March 4, 2019 to March 15, 2019.

2) Teachers who miss the BOY/EOY order deadline can download the task documents from the REACH PT page of the Knowledge Center and print the necessary materials independently.

Almost every teacher in CPS should be able to select a REACH Performance Task that is applicable and appropriate for one of his/her classrooms. We expect very few teachers to have to create their own REACH PTs. For a list of available tasks, visit the REACH PT page of the Knowledge Center. For those who do need to create their own REACH PT, please follow the guidelines provided in the REACH PT Manual.

Score Entry

Teachers enter their students’ REACH PT scores into the CIM system. To ensure that PT scores are entered correctly, teachers should utilize the Scoring Guide which is updated with the correct PT Task Codes during each approved PT window and can be downloaded from the REACH PT page of the Knowledge Center. Teachers must enter both the total points and summative scores (0, 1, 2, or 3) into CIM for each student’s test. All scores must be entered into CIM before the administration window ends.

Growth Calculation

The beginning of year (BOY) assessment and end of year (EOY) assessment are designed to measure the same standard at the same level of difficulty. The percentage of students who make growth from the BOY to EOY will be factored into a teacher’s summative REACH Students Rating as one of the multiple measures of student growth. For REACH PTs, “growth” is defined as moving up at least one performance level on the summative scale from BOY to EOY (e.g., 0 → 1, 1 → 3, etc.). If a student begins at the highest level (3) at the BOY and retains that score at the EOY, then that is also counted as “growth” for purposes of REACH.
A teacher’s Performance Task score is based on the percentage of students that grow, not the magnitude of growth. Examples below illustrate whether or not an individual student has grown:

<table>
<thead>
<tr>
<th>BOY Score</th>
<th>EOY Score</th>
<th>Counts as Growth?</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>Yes</td>
<td>Because the student has already topped out the scale in BOY, a 3–3 score counts as growth.</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>Yes</td>
<td>This student grew, though the amount of growth does not affect the score.</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>No</td>
<td>If a student receives the same non-3 score in BOY and EOY, no growth.</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>No</td>
<td>If the EOY score is less than the BOY, no growth.</td>
</tr>
</tbody>
</table>

**Performance Task Roster Verification**

Performance Task Roster Verification is a two-step process in the Battelle for Kids system that allows teachers to confirm which students and performance task(s) should count for the teachers’ REACH Performance Task growth scores. Teachers should review both the Performance Task roster and the Classroom roster(s) to confirm the performance tasks and students they expect to get PT credit for. Any non-block schedule students who have not been present for six or more months may be deleted from the classroom and/or PT roster.

If you have any questions, please first consult the REACH PT Handbook, downloadable at the REACH PT page of the Knowledge Center. If you are unable to determine the correct course of action, please email reachperformancetasks@cps.edu with your query.
Value-Added Measures

What are Value-Added Measures (VAM)?

- It is a nationally-recognized statistical model that measures the impact of a school and/or a teacher on students’ academic growth from year to year.
- The Value-Added Measure compares students with similar characteristics to
  - 1) see how similar students grew relative to each other, and
  - 2) capture the teacher’s contribution to student learning.
- VAM measures the teacher’s contribution to student growth, the Value-Added Model “controls” or adjusts for prior performance and other student factors that also influence academic growth.

How was CPS’s Growth Model (VAM) developed?

The CPS Growth Model (VAM) was developed by educational consultants at ECRA Group.

How is a teacher’s Value-Added Result determined?

A teacher’s Value-Added result is the difference between actual student performance and predicted student performance in either Math or Reading using:

- Spring NWEA Measures of Academic Progress (MAP) for Elementary Schools
- Instructional responsibility as determined through Roster Verification
- A set of student characteristics that are outside of a teacher’s control

  - Note: A Value-Added result is not the direct result of spring to spring growth, but use historical student performance and other characteristics to determine a predicted score for each student.

  - For example, Student A is in 4th grade this year and scored a 196 on NWEA at the end of 3rd grade. Based on Student A’s pretest score, past performance on NWEA and PARCC, and other student characteristics, he/she is predicted to score a 206 this year. Value-Added is the result of student A’s actual performance minus his/her predicted performance expressed as a z-score.

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Are there reasons why a student I taught may not be included in my Value-Added result?

Yes, some students with valid NWEA results are excluded from Value-Added. CPS factors in things like English proficiency and student retention when determining if a student is included. Students who meet the following criteria are not included in a teacher’s Value-Added results:

1. Student has a DLM/IAA indicator in either the year of the pretest or the year of the posttest.
2. For the pretest and/or posttest, student was not required to test because he/she had either:
   a) An ACCESS Literacy score below 3.5 in the year of the assessment, or a W-APT Literacy score below 3.5 in the year of the assessment if ACCESS is not available; or
   b) A Literacy score below 3.0 on the most recent available assessment among: a) ACCESS in the year prior to the assessment; b) W-APT in the year prior to the assessment; c) ACCESS two years prior to the assessment; or d) W-APT two years prior to the assessment.
3. Student was required to test but had an ACCESS Literacy score below 3.5 in the year of the assessment, or a W-APT Literacy score below 3.5 in the year of the assessment if ACCESS is not available.
4. Student was retained, as determined by grade level at the time of the test.
Roster Verification

Roster Verification is a process administered through Battelle for Kids (BFK) Link software and is used to accurately capture the instructional associations between teachers and their students. A record of rosters of both classroom schedules, as recorded in IMPACT, and Performance Task administrations, as recorded in BOY score entry, are made available for review and modification through BFK-Link. CPS uses these rosters to calculate teacher-level measures of their students’ academic growth as a part of REACH Students evaluation system. Because teachers and principals know best the schedules and amount of instructional responsibility for each student, their active participation will ensure the best, most accurate possible data results from the roster verification process. The accuracy of this process is particularly important for teachers who share students (SPED and other), who transfer, or are hired midyear.

The Roster Verification process begins in Spring 2019.

<table>
<thead>
<tr>
<th></th>
<th>Classroom Roster Verification</th>
<th>Performance Task Roster Verification (PT Verification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators Verify</td>
<td>• which students they taught for each course,</td>
<td>• which students they expect to receive credit for in their Performance Task student growth measure</td>
</tr>
<tr>
<td></td>
<td>• for what months in the school year, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• whether they provided all of the instruction or collaborated with another teacher.</td>
<td></td>
</tr>
<tr>
<td>Educator Responsibilities</td>
<td>Teachers will be responsible for reviewing, editing, and confirming the accuracy of their class roster(s) by indicating when their students were members of the class and the level of instructional responsibility for each student. Principals then approve the teacher-verified rosters.</td>
<td>Teachers will be responsible for reviewing, editing, and confirming the accuracy of their Performance Task roster(s) by indicating the students who are expected to have both a BOY (or MOY) and EOY score. Principals then approve the teacher-verified rosters.</td>
</tr>
</tbody>
</table>
Classroom and Performance Task Roster Verification Training and Login Spring 2018

- Access the online system by going to the Battelle for Kids site and clicking “Access Link” which will take you to the BFK•Link® login screen. Use your CPS user name and password to login to the system.

- Review the column on the right-hand side of the Link page to see your timeline, school support team, and available resources.

- For questions, contact your school-based Roster Verification support team.

For dates, principal training times, and access to both administrator and educator resources, see the Knowledge Center Roster Verification page, under REACH.
Evaluation Summary Report
The REACH Students Evaluation Summary Report provides details about the measures used to calculate an educator’s REACH Students Summative Rating.

Educators who were observed during the 2016-17 school year will receive REACH Students Summary Reports. This includes classroom educators, teacher-librarians, educational support specialists, related service providers and counselors.

There are different kinds of REACH Students Evaluation Summary Reports: Final, Interim, and Informational.

The final REACH Students Evaluation Summary Report contains final calculations for each of the multiple measures accounted for in an educator’s REACH Students Evaluation Plan. This may include the final Professional Practice Score, Value-Added Score and Performance Task Score. The REACH Students Evaluation Summary Report displays the educator’s summative REACH Students Rating of Distinguished, Proficient, Developing or Unsatisfactory. Educators on an annual plan or the second year of their biennial plan will receive this summary report.

An interim REACH Students Evaluation Summary Report includes observation and student growth data that will count towards a summative REACH Students Rating. This report does not include REACH Students Total Points or summative REACH Students Ratings. Educators who have completed year one of a Biennial Plan will receive an interim report.

An informational REACH Students Evaluation Summary Report includes observation and student growth data that will not count towards a summative REACH Students Rating. This report does not include REACH Students Total Points or summative REACH Students Ratings. Educators who are receiving an inability to rate or no rating will receive this report.

All educators can access their REACH Students Evaluation Summary Reports in the Reflect and Learn System (RLS). To access your report:

1. Log into the Reflect and Learn System using your CPS username and password.
2. On your RLS homepage, scroll down, locate and click the button that reads “My REACH Results”.
3. Click the tab that reads “2017-18” and locate the link that reads “2017-18 REACH Evaluation Summary Report”.

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The summative REACH Students Rating is developed from Professional Practice Scores and measures of Student Growth, when applicable. Scores from each measure (i.e., Professional Practice, Performance Tasks, Value-Added) are converted to a scale of 1.00–4.00 and contributes to the Total Points. Each scaled score is multiplied by the appropriate weight which yields a weighted total for each measure (Total Points). Summative REACH Students Ratings are based on the Total Points of each measure which are added together to equal the REACH Students Total Points, which falls on a scale between 100 and 400 points. Your final totals for each measure are then added and assigned a summative REACH Students Rating. An overview of this calculation is provided in the image below.
Clarifying Terminology

**Performance levels** for educator practice (i.e., evidence gathered during classroom observations) are based on the **CPS Framework for Teaching** (or discipline specific Framework); these are different than the overall summative REACH Students Rating categories.

**Summative REACH Students Rating** categories are determined by PERA. ISBE calls the rating below Proficient “Needs Improvement.” CPS and CTU agreed this will be referred to as **Developing**.

**Previous Summative Rating** categories are listed as a point of reference. Also, these rating categories were used to determine the initial Evaluation Plan in SY 2012-13 for tenured educators.

**CPS Framework Performance Levels**

Used ONLY for professional practice, specific to the **CPS Framework for Teaching** and other discipline-specified Frameworks.

**Summative REACH Students Ratings**

Used ONLY at the end of an evaluation cycle when a final summative evaluation rating is provided. Includes both teacher practice and growth measures.

**Previous Summative REACH Student Ratings**

Point of reference. Previous ratings were used to determine when tenured educators first receive a Summative REACH Students Rating.

---

<table>
<thead>
<tr>
<th>Levels of Performance in CPS Framework for Teaching (Classroom Observations)</th>
<th>REACH Students Rating Categories (Summative REACH Students Ratings ONLY)</th>
<th>SY11—12 / Previous Rating Categories (Summative REACH Students Ratings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished</td>
<td>Excellent</td>
<td>Superior</td>
</tr>
<tr>
<td>Proficient</td>
<td>Proficient</td>
<td>Excellent</td>
</tr>
<tr>
<td>Basic</td>
<td>Developing</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

Find additional up-to-date information, resources and FAQs refer to the [REACH Summary Data and Reports page](#) on the [Knowledge Center](#).
Counselor Practice
Overview

Similar to the CPS Framework for Teaching, CPS has created a Framework for School Counselors. The Framework for School Counselors is organized into four domains of school counseling:

- **Domain 1:** Planning and Preparation
- **Domain 2:** The Environment
- **Domain 3:** Delivery of Services
- **Domain 4:** Professional Responsibilities

The School Counselor summative REACH Students Rating is based 100% on the Professional Practice score. The following is the breakdown of weights for each domain:

![CPS Framework for School Counselors Domain Weights for Professional Practice](image)

It may not be possible to observe every element of each component in the CPS Framework for School Counselors. Evaluators should use pre and Post-Observation Conferences to gather evidence regarding practice and delivery of services observed.

Refer to the CPS Framework for School Counselors Companion Guide for details about gathering evidence for components, including recommendations for discussion during the Pre- and Post-Observation Conferences.

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**REACH Students Guidance for Observing School Counselors**

At the start of each school year, evaluators and School Counselors are encouraged to meet to discuss counseling program goals, resources and expectations, especially through completion of the Evidence-Based School Counseling Implementation Program (EBIP) and Annual Agreement. In some cases, elementary School Counselors, that opt in to case management responsibilities through the ODLSS process, should meet with their evaluators to complete the Framework Selection Form for Case Managers.

**Annual Agreement**

The Annual Agreement is a tool provided by the Office of School Counseling and Postsecondary Advising that can be used to address the roles and responsibilities of the School Counselor as well as how the School Counseling Program will be organized to meet goals. School Counselors and evaluators are encouraged to complete the Annual Agreement meeting early in the year to discuss time distribution, school counseling program needs and goals.

**Framework Selection**

During the development of the Annual Agreement, the School Counselor who has been nominated as the case manager and the evaluator will determine which framework best fits the School Counselor’s roles and responsibilities – the CPS Framework for School Counselors, which is adaptable to include case management duties, or the CPS Framework for Educational Support Specialists (ESS). Please note the Office of School Counseling and Postsecondary Advising recommend the use of the CPS Framework for School Counselors. If the ESS Framework is deemed the best fit for the School Counselor, then the Framework Selection Form for Case Managers must be completed.

**Evidence Based Implementation Plan (EBIP)**

The Evidence Based Implementation Plan (EBIP) is a tool provided by the Office of School Counseling and Postsecondary Advising that includes a calendar, action plan(s), lesson plan(s), etc. to ensure that a structured, intentional approach is in place to address the academic, career and personal/social development of all students. This can be an additional point of discussion in completing the Annual Agreement and/or uploaded as evidence during the REACH performance evaluation process.

**Counselor Resources**

The Evidence Based Implementation Plan, Annual Agreement and the Framework Selection Form for Case Managers can be found on the Knowledge Center.

The CPS Framework for School Counselors Companion Guide is the source for appropriate artifacts to upload as evidence and definitions and examples of practice within each domain and component. See the Knowledge Center under the REACH tab and click Counselors & Case Managers.

Now available! REACH Framework for School Counselors Database of Resources available on the Knowledge Center for School Counselors interested in accessing lesson plans and other documents, photos and videos of School Counselor practice. All resources will be categorized school counseling activity, grade level and REACH domain and component. Please see the Office of School Counseling and Postsecondary Advising Knowledge Center for resource
Additional Frameworks:
Educational Support Specialists (ESS) and Librarians
Educational Support Specialist Framework

The CPS Framework for *Educational Support Specialists (ESS)* may be used for educators whose job description does not always involve instructing groups of students while simultaneously not having a job description that fits under the other CPS Frameworks for Non-Classroom Teachers. Examples of educators who may opt to be evaluated under the *Framework for ESS* may include (not an exhaustive list):

- IB Coordinators
- STEM Coordinators
- Counselors who serve primarily as case managers
- Instructional Coaches
- Deans
- Bilingual Leads

Similar to the *CPS Framework for Teaching*, the ESS Framework is divided into four domains, as follows:

- **Domain 1:** Planning and Preparation
- **Domain 2:** The Environment - Building a Community of Learners
- **Domain 3:** Delivery of Service and Support
- **Domain 4:** Professional Responsibilities
The domain weightings for the CPS Framework for Educational Support Specialists are the same as the CPS Framework for Teaching, as noted in the chart below.

In order to be evaluated under the ESS Framework, the evaluator must submit a Framework Change Request Form.

Educators evaluated using the ESS Framework will receive a final rating based solely on Professional Practice; student growth metrics are not factored into summative REACH Students Ratings for these educators.
Teacher-Librarians have a dedicated Framework adapted from the Danielson *Framework for Library/Media Specialists*.

Similar to all other CPS Frameworks, the *CPS Framework for Teacher-Librarians* is divided into four domains each of which is then further divided into related components. The Teacher-Librarian domains are as follows:

- **Domain 1:** Planning and Preparation
- **Domain 2:** The Environment
- **Domain 3:** Instruction
- **Domain 4:** Professional Responsibilities

The domain weightings for Teacher-Librarians are as follows:

Student Growth metrics for Teacher Librarians are explained on page 10.
Employment Considerations

Evaluation Plans for Tenured Educators

Evaluation plans are determined by the educator’s tenure status and the previous year’s summative REACH Students Ratings.

**Evaluation Plans for Annually Rated Tenured Educators in School Year 2017–2018 and Beyond**

<table>
<thead>
<tr>
<th>Most Recent Summative REACH Students Rating</th>
<th>What happens the following school year?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent and Proficient</td>
<td>Move to the Biennial Plan</td>
</tr>
<tr>
<td>Developing</td>
<td>Remain on an Annual Plan and on a Professional Development Plan</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Placed on a Remediation Plan</td>
</tr>
<tr>
<td>Inability to Rate</td>
<td>Educator will receive his/her previous rating and will remain on an Annual Plan.</td>
</tr>
</tbody>
</table>

**Evaluation Plans for Biennially Rated Tenured Educators in School Year 2017–2018 and Beyond**

<table>
<thead>
<tr>
<th>Most Recent Summative REACH Students Rating</th>
<th>What happens the following school year?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent and Proficient</td>
<td>Remain on the Biennial Plan</td>
</tr>
<tr>
<td>Developing</td>
<td>Move to an Annual Plan and placed into a Professional Development Plan</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Placed on a Remediation Plan</td>
</tr>
<tr>
<td>Biennial Year 1 educators with at least 1 completed Formal observation</td>
<td>Move to Biennial Year 2 and will receive a summative REACH Students Rating at the end of Biennial Year 2 (as long as all required observations are completed) Labels within RLS will note Biennial Year 2 Carryover for anyone still needing an Informal observation in Year 2.</td>
</tr>
<tr>
<td>Biennial Year 1 educators with no completed Formal observation</td>
<td>Cycle will re-start. Educator will be observed in SY 2018–2019 and SY 2019–2020 and will receive a summative REACH Students Rating in SY 2019–2020</td>
</tr>
</tbody>
</table>

If a formal observation is not completed in year one of a tenured educator’s Biennial Plan, the Biennial plan will re-start. In the event that a tenured educator in on a Biennial Plan receives two of the three required observations over the two-year plan, her/his REACH Summative Rating will be based on data from the two observations, plus all available student growth data. The REACH Summative Rating will be calculated following the second year of the biennial plan.

1. If the educator’s estimated REACH Students Rating is Excellent or Proficient, then the educator will receive a Proficient or Excellent REACH Students Rating and start Year 1 of a new Biennial Plan.
2. If the educator’s estimated REACH Students Rating is Developing or Unsatisfactory, then the educator will receive an Inability to Rate REACH Students Rating, default to his or her most recent rating and will move to an Annual Plan.
Employment Considerations

Summative REACH Ratings affect Layoffs and Non-Renewal

All PAT educators are assigned to an Annual Plan (2 Formal and 1 Informal) within one school year.

- **Those who receive a** Developing and Unsatisfactory remain on Annual Plan (two Formal and one Informal) Based on Spring projections of Summative REACH Students Ratings, a principal may non-renew educators trending toward Developing or Unsatisfactory

If you are a Probationary Appointed Teacher (PAT), your current and prior summative REACH Students Rating(s) have an impact on the acquisition of tenure.

For Probationary Appointed Teachers (PATs) hired before 7/1/13, the historical rules regarding tenure acquisition remain in place through the 2016-17 School Year.

For Probationary Appointed Teachers hired after 7/1/13, the achievement of tenure is connected to your summative REACH Students Rating.

### Tenure Rules for All Educators Hired After July 1, 2013

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Type</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accelerated 3 year track</td>
<td>Excellent</td>
<td>Excellent</td>
<td>Excellent</td>
<td>Tenured</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Proficient in Years 2 and 4</td>
<td>Any Rating</td>
<td>Proficient or higher</td>
<td>Any Rating</td>
<td>Proficient or higher</td>
<td>Tenured</td>
</tr>
<tr>
<td>3</td>
<td>Proficient in Years 3 and 4</td>
<td>Any Rating</td>
<td>Any Rating</td>
<td>Proficient or higher</td>
<td>Proficient or higher</td>
<td>Tenured</td>
</tr>
</tbody>
</table>

**NOTE:** For a year to count toward tenure, 150 days in full-time service during the school term is necessary.
Employment Considerations

Summative REACH Ratings affect Layoffs and Non-Renewal

ADDITIONAL NOTES:

**TATs** are not evaluated under REACH Students and time worked does not count toward tenure
If observations are conducted for TATs, they may be recorded in RLS.

**Part-time teachers** cannot achieve tenure while working part-time and have no tenure rights while in part-time status.
Formerly tenured teachers who become part-time will lose their tenure status. Tenure will be restored when they return to a full-time permanent position if one of the following occurs:

- they return to a full-time permanent teaching position without a break in service
- they return to a full-time permanent teacher position after an involuntary break-in-service (i.e., a layoff or honorable termination) of no more than 2 years
- they return to a full-time teacher position after a voluntary break-in-service (i.e., a resignation) of no more than one calendar year

A “break in service” means any separation from any CPS employment (regardless of length of time). As described above, the consequences to a teacher’s tenure status depend on whether the break in service is voluntary or involuntary and the length of the break. These educators are classified as “Inability to Rate.” “No Rating” is assigned if an educator has not worked sufficient days during the school year.

**Educators who received fewer than the required number of observation in SY2017-18**

<table>
<thead>
<tr>
<th>Tenured educators in 2018-19 will restart the same Evaluation Plan as 2017–18.</th>
<th>When a PAT is classified as “Inability to Rate,” the PAT defaults to a Proficient rating.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured educators on an <strong>ANNUAL Plan</strong> will restart a one-year cycle and will receive a summative REACH Students Rating.</td>
<td>PAT 1, 2 and 3 educators move to the next year into PAT2, PAT3 and PAT4</td>
</tr>
<tr>
<td>Tenured educators in <strong>Year 1 of a BIENNIAL Plan who do not receive a completed Formal observation in that year</strong> will <strong>begin</strong> the two-year cycle again and will receive a summative REACH Students Rating at the end of Year 2</td>
<td>PAT4 educators receive tenure but remain on a Tenured Annual Plan</td>
</tr>
</tbody>
</table>

*Tenured educators in **Year 2 of a BIENNIAL Plan** please reference page 60 for more information.

**Biennial Year 1** educators who only receive 1 Formal Observation will remain on the Biennial plan and will see plan label: **Biennial Year 2 Carryover** in RLS.

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Employment Considerations

Summative REACH Ratings affect Layoffs and Non-Renewal

Order of Layoffs

Summative REACH Students Ratings affect the order in which educators are laid off. Within a school and content area/certification and seniority within each category, educators are laid off in the following order:

<table>
<thead>
<tr>
<th>Order</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All Unsatisfactory</td>
</tr>
<tr>
<td>2</td>
<td>TAT</td>
</tr>
<tr>
<td>3</td>
<td>PAT 210-250 (Emerging)</td>
</tr>
<tr>
<td>4</td>
<td>PAT Developing</td>
</tr>
<tr>
<td>5</td>
<td>PAT Proficient</td>
</tr>
<tr>
<td>6</td>
<td>PAT Excellent</td>
</tr>
<tr>
<td>7</td>
<td>Tenured (Emerging)</td>
</tr>
<tr>
<td>8</td>
<td>Tenured Developing</td>
</tr>
<tr>
<td>9</td>
<td>Tenured Proficient and Excellent</td>
</tr>
</tbody>
</table>

PAT Non-Renewal

If you are a Probationary Appointed Teacher (PAT), your current summative REACH Students Rating(s) may have an impact on whether you are subject to the non-renewal process.

- Principals may non-renew PATs who are rated less than “Proficient.” PATs must be notified of their evaluator’s recommendation of non-renewal no later than June 1, 2018.
- Principals may not non-renew PATs who are rated “Proficient” or better (but they are subject to layoff or displacement). This means that other circumstances may occur at the end of the budget year that may require the displacement of staff.
Professional Development Plan

A Professional Development Plan (PDP) is required for tenured educators with a summative REACH Rating of “Developing.” Tenured educators under all CPS Frameworks are subject to this process.

Within 30 school days of receiving a summative REACH Rating of “Developing,” the educator and current evaluator co-create the PD Plan. The PD Plan must be aligned to Framework components in which the educator was rated less than “Proficient” and it must include district/school supports to improve professional practice. The educator will remain on the PD Plan for one year. Progress towards meeting the goals in the plan are reviewed during each step of the evaluation cycle.

If the educator’s 2016-17 summative REACH Students Rating is Excellent or Proficient, the PD Plan is concluded and the educator moves to the Biennial Plan.

### Tenured Educators and Developing Ratings

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evaluation Plan</th>
<th>Evaluation Cycle</th>
<th>Required interval between observations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First</strong> DEVELOPING rating</td>
<td>Annual Plan with Professional Development Plan</td>
<td>2 Formal and 1 Informal</td>
<td>1 calendar month</td>
</tr>
</tbody>
</table>

Tenured educators who are rated in the lower half of Developing, known as “Emerging” (a score of 210 to 250) in two consecutive rating periods, and, in the second year, the teacher’s professional practice score is below proficient (2.85)

Unsatisfactory rating with a Remediation Plan

2 Formal

Per Remediation Plan guidelines
Remediation Plan

A Remediation Plan is required for tenured educators with a summative REACH Students Rating of “Unsatisfactory.” Tenured educators under all Frameworks may be subject to this process.

Within 30 school days of receiving a summative REACH Students Rating of “Unsatisfactory,” the educator, current evaluator, and consulting educator create the Remediation Plan. The Remediation Plan must be aligned to Framework components in which the educator was rated less than Proficient and must include district/school supports to improve practice. In addition, a consulting educator is assigned to work with the educator during the term of the remediation period. The educator will remain on the Remediation Plan for 90 school days of educator and student attendance.

During the course of the 90-day remediation period, the consulting teacher partners with the educator undergoing remediation for 3–4 hours on a weekly basis to support professional growth. The educator will be formally observed twice by the evaluator during the remediation period, once at the mid-point and again at the end of the 90-day period. The mid-point observation will be used for formative purposes to help the educator focus the second half of the remediation period on those areas of practice most in need of development. The 90-day observation will determine whether he/she has achieved proficiency. At the conclusion of the remediation period, the educator receives a summative REACH Students Rating based on Professional Practice, using component-level ratings from the observation.

For purposes of the remediation process, proficiency will be calculated using component-level ratings of practice as determined by the evaluator’s final observation, as well as component-level ratings for Components 4b–4e. Domain weightings will be applied consistent with current practice; student growth scores are not considered when calculating the remediation summative REACH Students Rating.

The process for exiting the Remediation Plan is as follows:

- If the educator’s summative REACH Students Rating at the end of the remediation period is Excellent or Proficient, the Remediation Plan is concluded. No additional REACH Student observations are required. The educator will be placed on an Annual Plan for the following School Year.

- If, at the conclusion of the remediation period, the educator’s summative REACH Students Rating is Developing or Unsatisfactory, dismissal proceedings will commence which may result in separation from CPS employment.
The Professional Development and Remediation Plans are summarized in the table below.

<table>
<thead>
<tr>
<th>Professional Development Plan (Developing)</th>
<th>Remediation Plan (Unsatisfactory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created</td>
<td>Created within 30 school days after summative REACH Students Rating is issued</td>
</tr>
<tr>
<td>Duration</td>
<td>Duration 90 school days of educator and student attendance</td>
</tr>
<tr>
<td>Support</td>
<td>Support includes support from the school/district as described in PD Plan</td>
</tr>
<tr>
<td></td>
<td>Includes support from the school/district</td>
</tr>
<tr>
<td></td>
<td>Includes the assignment of a consulting teacher who creates plan with evaluator and educator</td>
</tr>
<tr>
<td></td>
<td>Requires Two Formal Observations required during remediation time span; plan reviewed throughout the remediation period</td>
</tr>
</tbody>
</table>

Exiting the Plan*

- Remains on plan until summative REACH Students Rating increases to Proficient or Excellent
- Requires a Proficient or Excellent rating on the last Formal Observation to maintain employment

*Tenured educators who are rated in the lower half of Developing (a score of 210 to 250) in two consecutive ratings periods shall be rated Unsatisfactory, unless, in the second year, the teacher’s professional practice score is proficient (2.85) or better.
Grievance Process

A grievance cannot be filed until after release of the REACH Students Evaluation Summary Report in the Reflect and Learn System. Educators have 45 school days from receipt of the REACH Students Evaluation Summary Report to file a grievance if he/she believes that a procedural mistake that could affect their overall rating occurred during the evaluation process. The teacher may ask CTU for assistance with the Grievance Process or file the grievance on his/her own. All grievances alleging procedural errors in the ratings process should be filed directly with the Office of Employee Engagement at Central Office, and not with the principal.

Appeals Process

Beginning with 2016-17 REACH Summative Ratings, the appeals process will be available to some educators who receive Developing ratings (in addition to educators who receive an Unsatisfactory rating). Tenured educators who receive a lower half Developing rating (that is, an emerging Developing where the total REACH score is between 210 and 250) can file an appeal. Additionally, any educator laid off out of seniority order due to an Unsatisfactory or Developing rating may appeal to a 4 member appeals committee of certified evaluators selected by CTU and CPS. Educators who wish to appeal must file a Notice of Intent in the Reflect and Learn System within 10 days of receipt of their REACH Students Evaluation Summary Report and then submit evidence related to the appeal within 30 days of receiving their REACH Students Evaluation Summary Report. The filing of an appeal does not delay remediation or forestall any actions, such as non-renewal or layoff, but if the appeal is won, any actions determined to be the result of a faulty rating will be reversed.

Appellants will be asked to summarize the basis for their appeal and to provide evidence that falls into one or more of the following areas:

- Evidence used by evaluator does not match component scoring
- Evidence used by evaluator is missing or not considered
- Teachers did not have to opportunity to contribute their thoughts during Pre- or Post-Observation Conferences
- Ratings are based on observation notes that reflect evaluator bias, subjectivity, or interpretation
- Student particularities and/or classroom needs were not addressed by evaluator
- Evaluator is biased
- Other

Those who receive an “Unsatisfactory” summative REACH Students Rating may file an appeal. If their appeal is granted, the “Unsatisfactory” summative REACH Students Rating will be replaced with a “Developing.”

For PATs, the “Developing” summative REACH Students Rating will not reverse a non-renewal.

If the appeal is denied the “Unsatisfactory” summative REACH Students Rating stands.

A Professional Development Plan will replace their Remediation Plan for the remainder of the school year. For details about the Appeals Process, see Article 39-9 of the Collective Bargaining Agreement.
CPS Knowledge Center – KC.CPS.edu

Access resources for REACH protocols and processes, Framework for Teaching, professional learning, and Content Area supports using the drop-down menu at the top.

Access resources for PD opportunities, sample resources (lessons, forms, videos, etc.) for all components using the drop-down menu at the top.
CTU QUEST CENTER - www.ctuf.org/questcenter

- All CTU Quest Center offerings are driven by the components of the CPS Framework for Teaching

- Upcoming offerings with descriptions are posted on www.ctunet.com/pd, advertised in the Chicago Union newspaper, sent through CTU e-blasts, and found on the CPS Knowledge Center

For more information contact

Theresa Insalaco-DeCicco, M.Ed. NBCT
CTU Quest Center Professional Development Facilitator
(312) 329-6270
The CPS/CTU Joint Committee on Teacher Evaluation has developed the following best practices, most of which have been published at various points in time on the CPS Knowledge Center as REACH FAQs and in the REACH Handbook. Best practices are guidance to teachers and Evaluators based on lessons learned and may be updated by the Joint Committee as needed.

The 2015-18 contract states, “If a teacher rating is adversely affected by an observer’s failure to follow best practices, the observation rating shall be voided.” 39-2.4(a) If best practices are not followed and ratings are adversely impacted by the error, the Educator may file a grievance.

### General Scheduling
- The principal leads the development of a year-long REACH observation schedule that is completed prior to the first day of observations. The principal shares this document (or a summary) with Educators (ILT, PPC, PPLC). This is a fluid document, subject to change based on school scheduling circumstances.
- Evaluators check-in with administrators to get a general idea of when observations will occur.
- Evaluators use teacher-directed preparation periods to conduct Pre and Post Observation Conferences.

### General Observation
Evaluators may discreetly interact with students. Evaluators ask students questions that help illuminate their understanding of objectives, relevance, and assessment practices. For example, when students are working independently, Evaluators may ask individuals questions like: “What are you working on? Why are you working on this? Will you get a grade? What feedback will you get on this work?”

Upon returning from an extended leave, an Evaluator should not observe an Educator for REACH purposes for at least two weeks of instruction, unless failure to observe will result in Inability to Rate.

### Pre-Observation Conference
**Prior to the Pre-Conference**
- Evaluator provides 48 hours (2 school days) notice to Educator.
- In elementary schools, Educator and Evaluator identify the content that will be observed (i.e. writing, math, literacy, science, social studies) and unit of instruction to be observed.
- In high schools, Educator and Evaluator identify the type of class where the observation will occur (i.e. Algebra, Spanish 2 Honors, Senior English) and unit of instruction to be observed. This process also applies to Elementary Exploratory Educators.
- Educators complete Pre-Observation Protocol and upload unit and/or lesson plan in RLS prior to the conference.

**During the Pre-Conference**
- Evaluator and Educator reference relevant Addendum, Critical Attributes, and/or other REACH documents posted on the Knowledge Center.
- Evaluator and Educator refer to Remediation or Professional Development Plan to guide progress and feedback (if applicable).
- Evaluator will not use Educator non-completion of Pre-Conference Protocol as sole justification for ratings. Evaluator summarizes evidence provided in Protocol and relevant parts of discussion to provide clear written rationale for ratings.
- Any additions, uploads or edits by the Educator to the Pre-Conference section in RLS after the Conference should only take place with the Evaluator’s knowledge.

### Formal Observation
- Observation occurs within 5 school days but no sooner than the next school day following the Pre-Conference.
### INFORMAL OBSERVATION

- Observations may be unannounced but the Evaluator will inform Educator when the observation is a REACH informal observation either upon arrival in the classroom or promptly following the observation.
- Evaluator shares evidence in RLS with enough time for Educator to review.
- Educator can request a Post-Conference to take place within 3-10 days following the informal observation. Educators should make this request up to 5 days from the observation.
- If an Educator or Evaluator requests a Post-Conference, Evaluator will not finalize scores in RLS until after Post-Conference has occurred.

### POST-OBSERVATION CONFERENCE

**Prior to the Post-Conference**

- Evaluator schedules conference no sooner than 3 days following the observation.
- Evaluator shares evidence in RLS with enough time for Educator to review.
- Educator reviews evidence against Framework to spur reflection.
- Educator gathers pertinent evidence or supporting artifacts (i.e. student work, exit slips, quizzes) from the observation period
- Educator completes Post-Observation Protocol in RLS with enough time for Evaluator to review. Evaluator reviews answers to inform feedback and coaching opportunities.

**During the Post-Conference**

- It is recommended that Evaluator and Educator reference the Post-Observation protocol
- Evaluator and Educator reference relevant Addendum, Critical Attributes, and/or other REACH documents posted on the Knowledge Center.
- Evaluator and Educator refer to Remediation or Professional Development Plan to guide progress and feedback (if applicable).
- Evaluator will not use Educator non-completion of Post-Conference Protocol as sole justification for ratings. Evaluator summarizes evidence provided in Protocol and relevant parts of discussion to provide clear rationale for ratings.
- Evaluator and Educator discuss evidence for components 4b-4e once per evaluation cycle.
- Evaluator shares preliminary component level ratings for discussion. Ratings are not finalized until after the Post-conference.

**After the Post Conference**

Evaluator shares final component-level ratings with the Educator in RLS within 5 school days after the Post-Observation Conference.

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If you have questions, contact your Network Instructional Effectiveness Manager:

**Schools in Networks 1, 2, 3, 4, 14 and ISP** - Annamae Heiman aheiman@cps.edu

**Schools in Networks 5, 6, 7, 8, 15, 16 and AUSL** - Marci Gitles magitles@cps.edu

**Schools in Networks 9, 10, 11, 12, 13, 17** - Lashonda Curry lhchicks-curry@cps.edu
Chicago Public Schools Vision

Every Chicago Public Schools student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career and life.