



CHICAGO  
TEACHERS  
UNION

## REACH Documentation Guide

In case a teacher needs to file an appeal or grievance, it is important to document the violations *during* their observation cycle. Use courteous and professionally worded emails to the evaluator to ask questions, to document concerns, dates and agreements and to advocate for fairness in the process.

For example

**Score given** – Basic

**Score desired** – Proficient

*Based on the preponderance of evidence from my...I believe I deserve a score of proficient.*

Share relevant details:

*According to the Framework, a Proficient teacher... (include quotes from Framework). My evidence aligns best to the Proficient level of performance.*

*Ms. \_\_\_\_\_, I'm reaching out because I'm confused. According to the SY 19-20 CPS REACH Handbook on page 67, question #1: ... When we spoke on [include the specific DATE if possible], I thought we had arrived at a mutual understanding that I do not need to be observed for REACH purposes. Is there a specific reason that you are still planning to conduct REACH observations of me? Can you direct me to any written guidelines on this matter?*

*Dear Mr. \_\_\_\_\_,*

*Thank you for sharing my final rating with me on Monday 12-12-16. There are a few aspects of my rating with which I disagree. Because the preliminary component ratings were not provided to me and, therefore, we were not able to discuss them during my post-observation conference on [date], I was wondering if you would be able to schedule a time to meet with me briefly before Winter Break to discuss a few of the component ratings. If so, I would greatly appreciate it. I am hopeful that, once we have had the chance to discuss some additional considerations, some of my component ratings will be changed from Basic to Proficient.*

*Thank you for your time.*

*Good Morning Mr. \_\_\_\_\_,*

*I hope all is well as the school year has ended. I am writing you this email in response to my Domain 4b-e ratings. Thank you so much for taking the time to complete this. I received your final rating on June 23<sup>rd</sup> at 12:51 pm. I have some concerns on how you were able to determine my ratings. The evidence that you presented stated, that I was on leave at the time, but I hope you did not score me based on my leave time, which is such a small window. My ratings should be based on two years, since I am a biennial tenured teacher. I was hoping that the evidence presented in this email will help you reconsider your rating. Also, I was wondering why my scores were entered after the due date of June 20<sup>th</sup>, I assumed it was locked.*

*Below you will see evidence to support a higher rating than Basic, based on the last two school years:*

#### *4c: Communicating with Families*

##### *Evidence:*

- *Several emails to different families discussing daily behavior, successes, goals reached and even cares and concerns (I can attach these emails if needed).*
- *Ideas from parents used in unit plans once feedback was given.*
- *Every time a grade is submitted on Manage Bac, all parents receive an email to reflect and create a plan to help students become successful in skills they struggle in.*
- *Per principal's request, emails are answered within 48 hours, though I do my best to answer the same day (I can attach these as well). I am always professional and courteous to all I communicate with: parents, students and other staff.*
- *My response to parents makes them feel involved and welcomed. I still have parents emailing me to update me on their student's success after they have left my class.*
- *My communication with parents are face-to-face, through email, and phone. These are initiated through both parties.*
- *Manage Bac has important assignments approaching so that parents are informed on due dates and other important assignments.*
- *Letters are sent home, with required parent signatures. Welcome letters, with expectations and skills being taught are sent home, per the cultural norms and needs of students' families.*
- *During situations where parents have shared custody, I reach out to both parents, so that each feel equally involved in their student's learning.*
- *I encourage parents to use different websites, to help making learning fun and related to the real world.*
- *When students have had embarrassing incidents, I have contacted parents in a sensitive and professional manner (I can be detailed if needed).*

##### **Other Ideas for evidence:**

- Print screens from CIM – Performance Task scores
- Print screens from Batelle for Kids – Roster verification
- Print screens from RLS when evaluator has not shared, made strange changes, etc.
- Signed witness statements
- Calendar invites/cancelations
- Lesson Plan/Unit Plan, copies of student work, handouts from observations