

# Pushing your principals to take the punishment out of REACH

A study about REACH, *Trust and Teacher Evaluation in CPS*, was recently completed by University of Illinois at Chicago's **Institute for Research on Race and Public Policy** (IRRPP). It is located on the bottom left corner of their website, [IRRPP.uic.edu](http://IRRPP.uic.edu). The study looked at schools where REACH ratings did not show the racial discrepancies generally found in CPS schools. Researchers wanted to investigate the qualities of school culture that led to trust between administrators and teachers.

They found that deliberate practices by school administrators built trust that enabled the REACH process to be a helpful tool for improved teaching and student learning. Many educators, however, are in schools where administrators use REACH as a punitive instead of a collaborative endeavor or use ineffective methods in their attempts to give REACH feedback. In those cases, teachers may be able to push administrators towards the best practices described in the IRRPP report.

The report contains many examples of what administrators do to build trust. In general, they:

- regard teachers and professionals as partners in education
- maintain high expectations paired with high levels of support
- develop relationships with the whole person



*This report contains helpful suggestions for creating a collaborative as opposed to punitive work environment. Find it at [IRRPP.uic.edu](http://IRRPP.uic.edu).*

In particular, they use REACH to aid teacher development by:

- having a developmental approach
- incorporating the REACH framework in discussions
- cultivating a productive process
- encouraging teacher reflexivity

The researchers recommended that:

- Administrators and teachers review the REACH framework and criteria together;
- Administrators compare their ratings and/or each evaluate the same teacher;

- Administrators schedule REACH so as to observe a representative lesson; and
- CPS develop trainings for administrators on gathering, documenting, and evaluating REACH evidence.

CTU encourages members to use this report to influence administrators to incorporate the practices IRRPP found to promote positive usage of REACH. There are many examples of these practices throughout the document.

Examples of ways to use the report:

- The PPC and/or PPLC could read the report (or at least the summary) as a basis for discussions with administrators about practices highlighted that they should adopt.
- The PPC can use the findings of the report as a basis for a discussion about school administrators' REACH practices.
- Individuals can use the report in pre- and/or post-conferences to encourage administrators to take a developmental approach, or encourage and appreciate teacher reflexivity, or to provide useful supports.



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