

West Central C.U.S.D. #235

CERTIFIED STAFF EVALUATION PLAN



JANUARY 2006
REVISED JUNE 2008
REVISED May 25, 2012
REVISED April 20, 2016
REVISED MAY 22, 2017
REVISED MAY 14, 2018
REVISED AUGUST 24, 2018
REVISED MAY 19, 2021
REVISED MAY 16, 2022
REVISED AUGUST 15, 2022
REVISED MARCH 18, 2024
REVISED JUNE 26, 2025

INTRODUCTION

We believe that all children can learn. We believe that teaching and teachers are the heart of the educational process. Teacher performance makes a difference in the achievement of students as well as students' sense of fulfillment and feeling of well-being. What teachers do and how they do it plays a key role in achieving this goal. We recognize that teachers are also learners and need a collegial and supportive atmosphere in order to thrive. The establishment of a dynamic and productive environment will result in successful and positive students.

PURPOSE OF EVALUATION

The purpose of teacher evaluation in the West Central Community Unit School District #235 is to create a climate to ensure quality instruction and to enhance professional growth. The goal of the program is to link instruction, student growth, supervision, and evaluation to staff development. **The ultimate outcome should be to enhance quality instruction, encourage professional growth for our teachers, and improve overall student growth.**

EVALUATION PLANNING COMMITTEE

The Evaluation Planning Committee was established and met on a regular basis beginning September 26, 2013 to determine the process for measuring student growth. The original Evaluation Planning Committee consisted of:

- Charlotte Ackermann - Teacher
- Jane Alexander – Teacher
- Adam Boyle - Teacher
- Jessica Burrell – Teacher
- Terri Copeland – Teacher
- Julie Courtois – Teacher
- Jamie Farniok – School Psychologist
- Darrell Gittings
- Jeremy Hennings – Teacher
- Byron Helt – Teacher
- Rachel Reynolds - Teacher
- Julie Ricketts – Teacher
- Renee Russell – Teacher
- Chris Singleton - Teacher
- Cathie Smith – Teacher
- Chris Wright – Teacher
- Chris Conlee - Administrator
- Melinda Frakes – Administrator
- Randy Frakes – Administrator
- Ralph Grimm - Administrator
- Kathy Lafary – Administrator
- Jeff Nichols - Administrator
- Chad Robertson – Administrator
- Scott Schneider – Administrator

PERA JOINT COMMITTEE

The PERA Joint Committee, comprised of equal representation of teachers and administrators and selected by the district and its teachers from the Evaluation Planning Committee, was formed on October 29, 2015. The PERA Joint Committee is comprised of the following educators (as of June 26, 2025) and is updated annually due to staffing changes:

- Jessica Burrell –Elementary Teacher
- Julie Ricketts – Elementary Teacher
- Adam Boyle – High School Teacher
- Jackie Biggs - High School Teacher
- Jackie Spence – Middle School Teacher
- Heather Davis – Middle School Teacher
- At-Large Member – WCATS Selects Teacher
- Stacey Day – Superintendent
- Jason Kirby – High School Principal
- Kathy Lafary – Elementary Principal
- Brittney Kugler – Middle School Principal
- Stacey Kreps – High School Assistant Principal
- Bryan Taylor – Elementary Assistant Principal
- Byron Helt – Middle School Assistant Principal

RATIONALE

Performance expectations of professional personnel in the West Central Community School District #235 are as follows:

- Growth and development are best achieved in an environment marked by mutual respect and trust.
- Teachers are professionals and will make responsible decisions about their growth and development.
- Teachers will provide a caring classroom environment for all students in an atmosphere that facilitates learning.
- Reflection and analysis are essential for the professional growth of teachers and the successful practice of teaching.

Appraisal of staff members is on-going. Staff members have different professional needs at different times in their careers. New staff members require more support and advice, and they can benefit from specific observational data and analysis. Experienced professionals can benefit more from support and encouragement about research and methodology. This support may come from administrators and/or colleagues and may take forms other than observational data. Administrators will regularly keep staff members aware of their level of professional performance. Finally, some staff members may require more intensive intervention. These staff members need to have positive support as they work for improvement.

DEFINITION OF KEY TERMS

Teacher -- means full-time or part-time professional employees of the school district who are required to hold a professional educator license endorsed for a teaching field issued in accordance with Article 21B of the School Code. For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code and this Part, "teacher" shall not include any individual who holds a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, or school marriage and family counselor.

Qualified Evaluator -- shall have the meaning set forth in Section 24A-2.5 or 24A-15 of the School Code and shall be an individual who has completed the prequalification process required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable, and successfully passed the State-developed assessments specific to evaluation of teachers or principals and assistant principals. Each qualified evaluator shall maintain his or her qualification by completing the retraining required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable.

Summative Professional Practice Rating -- The final practice rating after combining scores of all Domains in the Danielson Framework. Professional Practice will be 100% of the Summative Performance Evaluation Rating. The summative rating of a teacher's overall performance, using the rating levels of "Unsatisfactory", "Needs Improvement", "Proficient", and "Excellent".

TITLE: Teacher

QUALIFICATIONS: As Established by the State and Local Boards of Education

REPORTS TO: Building Principal

JOB GOAL(S): To instill within the child a desire to learn, and to teach the child the assigned curriculum thereby transmitting the knowledge, skills, and attitudes necessary to promote continued growth intellectually, emotionally, and physically.

PERFORMANCE RESPONSIBILITIES:

1. The teacher shall meet and instruct all assigned classes in the locations and at the times designated.
2. The teacher shall develop and maintain a classroom environment conducive to effective learning.
3. The teacher shall show evidence of being academically prepared to meet each class.
4. The teacher shall enforce the standards of student behavior as set forth in the appropriate parent-student handbook and Activity Code.
5. The teacher shall know and reflect the district's philosophy of education and instructional goals.
6. The teacher shall make every reasonable effort to protect students, equipment, materials, and facilities.
7. The teacher shall evaluate student progress fairly and on a regular basis.
8. The teacher shall maintain timely and accurate student grade and attendance records.
9. The teacher shall uphold administrative regulations and Board Policy
10. The teacher shall constructively attend faculty meetings.
11. The teacher shall, upon request, participate in the review, evaluation, and planning of instructional programs, including but not limited to goals, objectives, strategies, and curriculums.
12. The teacher shall, when requested, assist in the selection of books, equipment, and instructional materials.
13. The teacher shall accept a share of the responsibility for attending, supervising, and/or sponsoring extracurricular activities.
14. The teacher shall make every effort to establish open lines of communication with parents concerning the academic and behavioral progress and/or problems of students.
15. The teacher shall participate in professional growth activities.
16. The teacher shall participate and cooperate in the district's efforts to plan, implement, and maintain educational and operational reforms.
17. The teacher shall arrive to school on time.
18. The teacher shall dress in a professional manner.
19. The teacher shall make adequate progress to maintain appropriate certification.

FINAL SUMMATIVE PERFORMANCE EVALUATION RATING GUIDELINES

First Year Probationary Teachers

- A. One formal observation per quarter for quarters 1-3 followed by a written Summative Professional Practice Rating.
- B. The three formal observations will be conducted under the following guidelines:
 - 1. A pre-conference will be held prior to each formal observation. The Pre-Observation Information Sheet in Appendix A must be completed prior to each pre-conference. (Appendix A)
 - 2. Each observation will be held for an entire class period or pre-determined length of time.
 - 3. A post-conference will be held within ten school days after each formal observation. At the post conference each teacher will receive a written summary of the observation from the evaluator that includes strengths observed and suggestions for improvement.
- C. Third quarter observations must be complete by February 15 of each year. The Final Summative Performance Evaluation Rating for 1st year probationary teachers must be complete by March 1 of each year.

Second and Third Year Probationary Teachers

- A. One formal observation per semester followed by a written Summative Professional Practice Rating.
- B. The two formal observations will be conducted under the following guidelines:
 - 1. A pre-conference will be held prior to each formal observation. The Pre-Observation Information Sheet in Appendix A must be completed prior to each pre-conference. (Appendix A)
 - 2. Each observation will be held for an entire class period or pre-determined length of time.
 - 3. A post-conference will be held within ten school days after each formal observation. At the post conference each teacher will receive a written summary of the observation from the evaluator that includes strengths observed and suggestions for improvement.
- C. Second semester observations must be complete by February 15 of each year. The Final Summative Performance Evaluation Rating for 2nd and 3rd year probationary teachers must be complete by April 15 of each year.
- D. Probationary teachers will observe this process for the 2nd and 3rd years of continuous full-time employment with the district or until tenure is granted (which could be after the 2nd year, if the teacher receives two “excellent” summative ratings).

Tenured Teachers

- A. Tenured teachers who receive a “proficient” or “excellent” rating will have one formal observation every three years followed by a written Summative Professional Practice Rating. An Evaluation Cycle for each current tenured teacher will be created and approved by the PERA Joint Committee.
- B. The formal observation will be conducted under the following guidelines:
 - 1. A pre-conference will be held prior to the formal observation. The Pre-Observation Information Sheet in Appendix A must be completed prior to the pre-conference.
 - 2. The observation will be held for an entire class period or pre-determined length of time.

3. A post-conference will be held within ten school days after the formal observation. At the post conference each teacher will receive a written summary of the observation from the evaluator that includes strengths observed and suggestions for improvement.
- C. The observations must be completed by March 30 of each year. A Final Summative Performance Evaluation Rating for tenured teachers must be complete by May 1 of each year.
- D. Tenured teachers will undergo this process every third year beginning with acquisition of tenure.
- E. One informal observation within two school years after receipt of a “proficient” or “excellent” rating. The informal observation will only focus on providing feedback in Domains 2 and 3 of the Summative Professional Practice Rating form with no culminating rating.

A signed copy of each teacher’s Final Summative Performance Evaluation Rating and Informal Observation Feedback will be placed in each teacher’s personnel file located in the District Office. Each teacher will receive a copy of the signed Final Summative Performance Evaluation Rating upon completion of the final evaluation conference.

If a staff member wishes to respond in writing to the content of the Final Summative Performance Evaluation Rating, the staff member must submit the response to the evaluator within ten school days of receipt of the Final Summative Performance Evaluation Rating. The response from the teacher will be stapled to the original Final Summative Performance Evaluation Rating and kept in the teacher’s personnel file located in the District Office.

TENURE ACQUISITION

A teacher will be able to acquire tenure in one of three ways:

- 1) Standard Tenure Acquisition: Three consecutive school terms of service in which the teacher receives overall annual evaluation ratings of at least “Proficient” in the second and third school terms.
- 2) Accelerated Tenure: Two consecutive school terms of service in which the teacher receives two overall annual evaluations of “Excellent.”

WEST CENTRAL COMMUNITY UNIT SCHOOL DISTRICT #235

SUMMATIVE PROFESSIONAL PRACTICE RATING FORM

Summative Evaluation

Teacher Name	
Teacher Position	
Evaluator Name	
Date of Summative Meeting	

Observation #1	
Teacher	
Observer	
Subject/Hour/Class	
Length of Observation	
Date of Pre-Conference	
Date of Observation	
Number of Students Present	

Summary:

Observation #2	
Teacher	
Observer	
Subject/Hour/Class	
Length of Observation	
Date of Pre-Conference	
Date of Observation	
Number of Students Present	

Summary:

Observation #3	
Teacher	
Observer	
Subject/Hour/Class	
Length of Observation	
Date of Pre-Conference	
Date of Observation	
Number of Students Present	

Summary:

Each category will be rated:

Excellent:

The excellent teacher is a highly competent professional. Observations indicate that the teacher exceeds the expectations and requirements of the district. Performance is consistently competent, dependable, highly effective, and has a positive impact on students and school environment.

Proficient:

The proficient teacher is a competent professional. Observations indicate that the teacher meets the expectations and requirements of the district. Performance is usually competent, dependable, effective, and has a positive impact on students and school environment.

Needs Improvement:

Observations indicate that the teacher has areas which need improvement. Performance is competent and dependable, but not always effective. A plan for improvement should be developed by the teacher.

Unsatisfactory:

An unsatisfactory teacher does not meet the expectations or requirements of the district. Performance consistently exhibits weakness. Continued performance at this level would have a negative impact on students and the school environment. Successful remediation of the deficiencies and a subsequent overall rating of satisfactory are necessary to remain an employee of the district.

DOMAIN 1: PLANNING AND PREPARATION

(From 1st Observation)

(From 2nd Observation)

(From 3rd Observation)

Excellent ()

Proficient ()

Needs Improvement ()

Unsatisfactory ()

Evaluator

Comments: _____

Ratings of *Needs Improvement* or *Unsatisfactory* must be accompanied by evaluator comments.

DOMAIN 2: CLASSROOM ENVIRONMENT

(From 1st Observation)

(From 2nd Observation)

(From 3rd Observation)

Excellent ()

Proficient ()

Needs Improvement ()

Unsatisfactory ()

Evaluator

Comments: _____

Ratings of *Needs Improvement* or *Unsatisfactory* must be accompanied by evaluator comments.

DOMAIN 3: INSTRUCTION*(From 1st Observation)**(From 2nd Observation)**(From 3rd Observation)*

Excellent ()

Proficient ()

Needs Improvement ()

Unsatisfactory ()

Evaluator**Comments:** _____

Ratings of *Needs Improvement* or *Unsatisfactory* must be accompanied by evaluator comments.**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES***(From 1st Observation)**(From 2nd Observation)**(From 3rd Observation)*

As of _____ (Date), _____ (Teacher), has taken (#) sick days, (#) _____ personal days, (#) bereavement days, and (#) other days during the academic year.

Excellent ()

Proficient ()

Needs Improvement ()

Unsatisfactory ()

Evaluator**Comments:** _____

Ratings of *Needs Improvement* or *Unsatisfactory* must be accompanied by evaluator comments.

NARRATIVE

Suggested Goals from Formal Observations	Progress Toward Goal

In addition to his/her classroom duties,

SUGGESTIONS FOR IMPROVEMENT, MONITORING, AND TIMELINES

As a result of the formal observation process, _____ (Teacher) _____ should continue to work on the following areas during the next evaluation cycle.

(Insert final goals here)

West Central Tenured Teacher Informal Observation Checklist

Teacher:	Observation Date:
Observer:	Post-Observation Date:

Domain 2	Domain 3
2a. Creating an environment of respect and rapport	3a. Communicating with students
2b. Establishing a culture for learning	3b. Using questioning and discussion techniques
2c. Managing classroom procedures	3c. Engaging students in learning
2d. Managing student behavior	3d. Using assessment in instruction
2e. Organizing physical space	3e. Demonstrating flexibility and responsiveness

Comments:
2a.
2b.
2c.
2d.
2e.
3a.
3b.
3c.
3d.
3e.

By signing below, both parties acknowledge that a post-conference meeting was held (not that there is agreement with what is written).

Teacher/Date	Evaluator/Date
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SUMMATIVE PROFESSIONAL PRACTICE RATING

Summative Professional Practice Rating:

	<i>Excellent</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
Final Summative Performance Evaluation Rating				

Identified Areas of Strengths/Evaluator Comments:

Identified Areas in Need of Improvement: The areas identified for improvement have been listed previously as areas of concentration for the next evaluation cycle.

Teacher Comments:

Evaluator's Signature

Date

*Teacher's Signature**

*Date**

* Signature indicates the staff member has had the opportunity to discuss this evaluation, has received a copy, and has been informed of the right to attach a written comment within ten school days.

NEEDS IMPROVEMENT RATING PROCESS

The Professional Development Plan has been designed to address the performance of a staff member whose rating on the Final Summative Performance Evaluation is rated as *needs improvement*. The Professional Development Plan is designed to support teacher growth in the specific areas identified as needing improvement and is intended to be a collaborative process that reflects a shared commitment to helping the educator improve. It must take into consideration the teacher's ongoing professional responsibilities and must outline the areas to be improved as well as the ways in which the district will provide support to facilitate this improvement. The following is an explanation of the procedures that should be used:

Action Required

1. A Professional Development Plan must be created by the evaluator in consultation with the teacher within 30 school days.
2. The Professional Development Plan must be directed to the areas that need improvement and include any supports the district will provide to address the areas that need improvement.
3. Any professional development provided as part of a Professional Development Plan must align to Standards for Professional Learning (2011) published by Learning Forward.

Required Follow-Up

1. An educator who receives a needs improvement rating must be evaluated at least once during the school year following the receipt of such rating.
2. Educators with a needs improvement rating who are subsequently assigned a rating of proficient or excellent are reinstated to the regular evaluation cycle for tenured educators. The educator will be reinstated back to his/her original evaluation cycle prior to receiving the Needs Improvement rating.

REMEDIATION PROCESS

The Remediation Plan has been designed to address the performance of a staff member whose rating on the Final Summative Performance Evaluation is rated as *unsatisfactory*. The following is an explanation of the procedures that should be used:

1. Recommendation for Remediation

By state code, within 30 days after completion of a Final Summative Performance Evaluation rating of a teacher as *unsatisfactory*, the District shall develop and initiate a 90 school day remediation plan designed to correct deficiencies cited, provided the deficiencies are deemed remediable. This plan should target the areas that have been identified as needing improvement.

- a. The remediation plan shall provide for quarterly (4) evaluations and ratings to occur during the year immediately following the teacher's receipt of a remediation plan based upon an unsatisfactory evaluation.
 - b. The quarterly evaluation and ratings shall be conducted by a qualified evaluator.
 1. When quarterly evaluations scheduled require an evaluation after the close of the school year, but on or before July 15, such evaluation shall be scheduled to occur no later than two (2) weeks prior to the close of the preceding school year.
 2. When a quarterly evaluation schedule requires an evaluation after the close of the school year, but after July 15, such evaluation shall be scheduled to occur not later than two (2) weeks after students' attendance commences in the following school year.
 3. Failure to strictly comply with the timeliness for the required quarterly evaluation because of illness or certain leaves granted teachers, under a remediation plan for example shall not invalidate the results of the remediation plan.
 - c. The qualified evaluator shall conduct the fourth and final evaluation at the conclusion of the year.
 - d. The remediation plan shall provide reinstatement to a schedule of biennial evaluations for any teacher who successfully completes the remediation plan by receiving a proficient or better rating.
2. Participants in the remediation plan shall include the teacher deemed unsatisfactory, the qualified evaluator, and a consulting teacher. The remediation plan may include the participation of other personnel to assist in correcting areas identified as unsatisfactory.
- a. The participation of the consulting teacher shall be voluntary.
 - b. The qualified consulting teacher shall be one who has received a rating of proficient or excellent on his or her most recent evaluation, has a minimum of five years of experience in teaching, and has knowledge relevant to the assignment of the teacher under remediation.
 - c. The consulting teacher shall be chosen from a list developed by the district or, in districts with an exclusive bargaining agent, the bargaining agency may, if it chooses, supply a roster of at least 5 qualified teachers from which the consulting teacher is to be selected, or the names of all teachers so qualified if the number is less than 5. The participating evaluator or principal of the teacher who was rated *unsatisfactory* shall select the consulting teacher.
 - d. Where no consulting teacher is available in a district, the district shall request the State Board of Education to provide a consulting teacher. The State Board of Education shall thereupon provide a consulting teacher who meets the requirements of Section 24:A of the Illinois School Code. The State Board of Education shall compensate any consulting teacher provided to a school district under this subsection.
 - e. If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher for the balance of the remediation year.
 - f. The consulting teacher shall provide advice to the teacher rated as *unsatisfactory* on how to improve teaching skills and to assist in completing the remediation plan. The final decision as to the evaluation shall be done solely by the administration.
 - g. The consulting teacher shall not participate in any of the required quarterly evaluations, nor be engaged to evaluate the performance of the teacher under remediation.

- h. The consulting teacher shall be informed, through three quarterly conferences with the qualified evaluator and the teacher under remediation, of the results of the first three quarterly evaluations in order to continue to provide assistance to the teacher under a remediation plan.
3. Any teacher who fails to complete the one year remediation plan with a *proficient* or better Final Summative Performance Evaluation Rating shall be dismissed in accordance with Section 24:A of the Illinois School Code.

MODEL REFINEMENT

The PERA Joint Committee has agreed to meet annually every spring to continue to refine the Certified Staff Evaluation Plan. Agendas and minutes from these meetings will be shared with all staff.

Appendix A

West Central Elementary School Pre-Observation Information Sheet

Teacher _____ Subject to be observed: _____

Date of observation _____ Period: _____

Number of students _____ Boys _____ Girls _____ Total _____

Directions: Pre-observation conferences are to be held one day prior to the scheduled observation. These should be scheduled during prep time or before school. It is the teacher's responsibility to fully complete this form (both sides) prior to the meeting and to schedule the meeting with the building administrator.

*Suggestion: Look over a copy of the District's formal evaluation form. These are the good teaching practices that are expected for all lessons.

1. What is the lesson objective?

2. Which exit outcomes objectives and or Common core curriculum standards does your lesson address?

3. Which of the following steps will take place during the lesson? (Check all that apply)

- ☐ Introduction of a new lesson
- ☐ Continuation of a previous lesson
- ☐ Closure of a lesson or unit
- ☐ Review of materials previously introduced
- ☐ Assessment testing/evaluation
- ☐ Other (explain)

4. What teacher-directed learning activities will take place?

5. What is the goal of the activity?

6. How will you check student understanding and master of the lesson objective? (How will you and your students know when you have reached the target?)

7. What specific student behaviors would you like to be monitored?

8. What specific teaching behaviors would you like to be monitored?

9. What areas do you feel are your strengths?

10. Are there any special circumstances which the observer should be aware of?
