



Faculty Evaluation Process



NON-TENURED FACULTY						
Classroom Teachers/PPS Staff						
Task	Teacher Performance Review Meeting Fall (8.8)	Teacher Performance Review Meeting January (8.8)	Formal Observations by Department Chair	Formal Observation by an Administrator	Walk Throughs	8.6 Meeting Summative May
Timelines	10/15	02/01	03/01	03/01	03/01	05/07
Non-Tenured Years 1-4	YES	optional	2 minimum	1 minimum	2 minimum	YES

TENURED FACULTY							
Classroom Teachers/PPS Staff							
Summative Evaluation Cycle Every Three (3) years							
Task	Teacher Performance Review Meeting Fall (8.8)	Teacher Performance Review Meeting January (8.8)	Individual Growth Plan (IGP)	Formal Observations Department Chair	Formal Observations Admin	Walk Throughs	Summative Evaluation Meeting May (8.6)
Tenured On-Cycle Plan B (including Plan B project)	YES	optional	NO	1	0	1	YES
Tenured On-Cycle Plan A	YES	optional	NO	2	1	1	YES
Tenured Off-Cycle (2yrs)	NO	NO	NO	0	0	2	NO

Evaluation Schedule for 2023-2024 school year

ON-CYCLE

- Group 1 all non-tenured faculty
- Group A this group received their last summative in May 2021
- Other any tenured faculty placed on cycle during an off-cycle year

OFF-CYCLE

- Group B tenured off-cycle faculty that received their last summative evaluation May 2022 - this group will be on cycle in the fall of 2024
- Group C tenured off-cycle faculty that received their last summative evaluation May 2023 - this group will be on cycle in the fall of 2025

Sources: HFEO Agreement (pgs. 23-32), MOU BOE & HFEO 06/22/2022

8.4 TEACHER EVALUATION BASED ON RESEARCH: PLAN A

- A. Purpose: Through the objective collection of data, supervisors will utilize the applicable Performance Rubrics of the Homewood-Flossmoor Framework of Professional Practice to identify strengths and areas for growth related to professional practice. This approach to evaluation emphasizes communication between supervisor and teacher before and after the observation.
- B. For teachers utilizing a Plan “A”, the process is detailed in the table listed above. (this includes all non-tenured teachers and tenured teachers who select this option.
- C. Faculty members required to participate in the evaluation process are notified on the first day of the school year. Formal Observations are scheduled between September 1 and March 1 of each year for non-tenured teachers and between September 1 and May 1 for tenured teachers.
- D. Each Formal Observation is preceded by a pre-conference between the teacher and the evaluating supervisor. The pre-conference is arranged at a mutually agreed time, but optimally, not more than one (1) school day before the observation.
- E. The Formal Observation period is at least forty-five (45) minutes.
- F. Each Formal Observation will be followed by a post-conference to be scheduled at a mutually agreeable time, but not more than two (2) school days after the Formal Observation.
- G. Each Walk-Through, which will be unannounced, will be at least 15 minutes in duration. During this time, the evaluator will be recording evidence of the teacher’s implementation of the H-F Framework of Professional Practice. After each Walk-Through, the evaluator will complete the Walk-Through Form. The teacher will receive a copy of the form and be provided the opportunity to add comments. The teacher or evaluator may also choose to schedule a follow-up meeting to review the observation record.
- H. 8.8 Meetings: The first 8.8 meeting will occur before October 15 of each academic year. A second 8.8 meeting may be scheduled before February 1 of each year at the request of the teacher or supervisor. At each meeting, the evaluator will review the H-F Framework for Professional Practice and discuss and document teacher strengths, concerns and/or areas for growth. The teacher will receive a copy of the form and be provided the opportunity to add comments.
- I. 8.6 Summative Meeting: At the end of the academic year, prior to May 7, an 8.6 meeting will take place to review and discuss the summative teacher evaluation and rating. The evaluator will review the applicable H-F Framework for Professional Practice, assign proficiency ratings for each component, domain and review the final summative rating. The teacher will receive a copy of the form and be provided the opportunity to add comments.

- J. Individual Growth Plan (IGP) – Tenured Off-Cycle Teachers Only - The purpose of the IGP is to encourage participation in self-reflection and professional growth activities over a two year period of time. This plan includes a goal(s) that may address one or more professional practice domains or other areas related to the faculty member’s professional responsibilities. The evaluator may develop and include a goal(s) for a component(s) previously rated in the most recent summative evaluation as Needs Improvement or Unsatisfactory. The IGP will include action steps and a tentative timeline. At the end of the two year process, the faculty member will complete a reflection regarding the process, progress and/or completion of the plan goals. This plan will be reviewed by the teacher and evaluator at least once per year. Initial IGP plans should be completed by the end of semester one during the first off-cycle year.

Schedule for 8.8 and 8.6 Summative Meetings

Fall – A meeting will occur prior to October 15, with the teacher and the evaluator to review the applicable Performance Rubrics for the H-F Framework for Professional Practice. The evaluator will discuss with the teacher and document teacher strengths, concerns and/or areas for growth.

Mid-year - At the request of the teacher or supervisor, a meeting will occur prior to February 1, with the teacher and the evaluator to review and update any strengths, concerns and/or areas for growth related to the Performance Rubrics for the HF Framework for Professional Practice.

8.6 Meeting – A meeting will occur prior to May 7, during which the evaluator will review with the teacher the completed Summative H-F Framework of Professional Practice Performance Rubric. During this same meeting, the faculty member and the evaluator will review and discuss the completed summative rating. The teacher will receive a copy of all forms and be provided the opportunity to add comments.

8.5 TEACHER: FORMAL OBSERVATION PROCEDURES

A. Pre-observation Conference

1. Each Formal Observation shall be initiated by a pre-observation conference between the evaluator and the teacher to be evaluated that will include a review of the expectations and an agreement on the date and specific time for the observation.
2. The Supervisor will discuss with the teacher the plan for the lesson and enter data in Domain 1 of the observation form.

B. Formal Observation

1. The observation period will be at least forty-five (45) minutes.
2. During the observation period, the department chairperson, or designated administrator, will collect data regarding evidence of teacher implementation of the Homewood-Flossmoor Framework of Professional Practice.
3. Copies of the data collected during the observation will be given to the teacher.

C. Post-Evaluation Conference

1. Supervisors complete a post-observation rubric which will include evidence that was observed during the formal observation.
2. During the process, the evaluator reviews the evidence collected during the formal observation with the teacher. Discussion regarding proficiency levels of professional practice will take place with the teacher and the evaluator.
3. The faculty member, the supervisor, and the District Office will retain a copy of this document.

8.6 DOCUMENTATION OF EVALUATION FOR TEACHERS

A. In addition to the documentation specified in Section 8.4 through Section 8.8, for the evaluation of teachers, immediate supervisors of teachers on the evaluation cycle will complete a Summative HF Framework of Professional Practice Performance Rubric.

B. The qualified evaluator in consultation with the Superintendent and other members of the Administrative Team will specify the rating and status for each faculty member. One of the following four ratings will be used:

1. Excellent designation shall mean the evaluation process reveals performance of an exceptional quality. The teacher contributes significantly in each of the performance criteria in each evaluation category. The teacher, as a result of self-direction, consistently impacts very positively upon students, parents, colleagues and the Homewood-Flossmoor Community High School setting. To achieve a summative rating of excellent, a teacher must obtain a rating of excellent in three out of the four domains, with the fourth being proficient.
2. Proficient designation shall mean the evaluation process reveals performance of an acceptable quality. The teacher consistently meets the performance criteria in the evaluation categories. The teacher proficiently performs assigned responsibilities and consistently impacts positively upon students, parents, colleagues and the Homewood-Flossmoor Community High School setting. To achieve a summative rating of proficient, no more than one (1) domain can be designated as needs improvement, with remaining domains designated as proficient or excellent.
3. Needs Improvement designation shall mean the evaluation process reveals performance of an unacceptable quality. The teacher does not consistently meet the performance criteria in the evaluation categories or has a severe deficiency in at least one category. The teacher does not proficiently perform assigned responsibilities and oftentimes does not positively impact students, parents, colleagues and the Homewood-Flossmoor Community High School setting. To achieve a summative rating of needs improvement, two (2) more domains must be designated as needs improvement with the remaining domains designated as proficient or excellent.

4. Unsatisfactory designation shall mean that the degree of non-conformance to Section 8.2 of the Agreement, or the gravity of violation to policy, public law, procedure or regulation is so severe that lack of remediation will result in further sanctions or dismissal. If any domain is designated as unsatisfactory, the resulting summative rating will be unsatisfactory.

8.7 TEACHER PROFESSIONAL GROWTH OPTION: PLAN B (Tenured Teachers)

A. Eligibility – If a **tenured** teacher in their last rating received an excellent or proficient, they can choose to participate in the professional growth option Plan B with the agreement of the Department Chair and Principal or Principal's designee. A Professional Growth plan affords teachers the opportunity to design their own improvement plans in collaboration with their Department Chair and approval by the Principal or Principal's designee.

B. In addition to the Plan B Project, the teacher will be observed following the evaluation schedule listed above.

- a. **Plan B Project** - The teacher will submit a written Plan B Project Proposal to the Department Chairperson by September 15 of the appropriate school year. The Department Chairperson, will review the plan and provide final approval by September 30 of the appropriate school year. This plan must include, but is not limited to:
 - a. Project statement, including the purpose
 - b. Objectives
 - c. Resources needed to achieve the objectives
 - d. Accountability – measurement of achievement
2. **An interim conference** - The Department Chairperson or designated Administrative Team member will have at least one (1) conference with the teacher to discuss interim evaluation/progress of the Plan B Project no later than January 30 of the appropriate school year. The final assessment will take place on or before May 7 during that year. At that time, the project may be continued the following year if mutually approved. This conference may take place during the 8.8 or 8.6 meeting.
3. **Observation Evaluation** – The Illinois State Evaluation Article 24A mandates that a tenured teacher be observed once within a three (3) year period of time and that observation leads to a summative evaluation rating as defined in Section 8.6 of this Agreement. Regardless of Evaluation by Plan A or Plan B, all tenured teachers on evaluation in a specific school year will complete a minimum of one (1) classroom observation and 1 walk-through by a qualified evaluator during their evaluation year. The observation procedure will be in accordance with Sections 8.4, 8.5 and 8.6 of this Agreement. The teacher shall be rated in accordance with the performance criteria listed in Section 8.8.
4. **Final assessment conference** of the Plan B will take place between the Evaluator and teacher prior to May 7 of the evaluation year. This conference may take place during the final 8.6 meeting.

C. Possible Categories or Activities for Plan B Project

Curriculum development	Critical thinking
Individual Professional Growth Project	Assessment, evaluation, feedback
Styles, strategies	Peer coaching
Cooperative learning (student to student)	Interdisciplinary cooperation
Team teaching; team projects	Knowledge of content
Levels of thinking, development	Understanding of individual Research
Technology	Other

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D. Possible Outcomes

Portfolio	Videotape analysis
Seminars	Work plan
Bibliography	Statistical data
Position paper	Log
Lesson plans	Discussion
Slide/video presentation	Article
Developed educational materials	Diary
New strategy implementation	Other
Demonstration	

8.8 TEACHER PERFORMANCE CRITERIA CATEGORIES

A. Classroom Teacher Professional Practice

- 1. Domain 1: Planning and Preparation**
 - a. Demonstrating Knowledge of Content and Pedagogy
 - b. Demonstrating Knowledge of Students
 - c. Selecting Instructional Outcomes
 - d. Demonstrating Knowledge of Resources
 - e. Designing Coherent Instruction
 - f. Designing Student Assessment

- 2. Domain 2: Instructional Management**
 - a. Creating an Environment of Respect and Rapport
 - b. Establishing a Culture for Learning
 - c. Managing Classroom Procedures
 - d. Managing Student Behavior
 - e. Organizing Physical Space

- 3. Domain 3: Instructional Delivery**
 - a. Communicating with Students
 - b. Using Questioning and Discussion Techniques
 - c. Engaging Students in Learning
 - d. Using Assessment in Instruction
 - e. Demonstrating Flexibility and Responsiveness

- 4. Domain 4: Professional Responsibilities**
 - a. Reflecting on Teaching
 - b. Maintaining Accurate Records
 - c. Communicating with Students and Families
 - d. Participating in a Professional Community
 - e. Growing and Developing Professionally
 - f. Demonstrating Professionalism
 - g. Support for the Total School Program

B. Non-Classroom Teacher Professional Practice

The domains and categories vary slightly from the Classroom Teacher listed above and are dependent upon the specific position being evaluated. They are posted on the H-F website under staff/evaluation and are provided to staff members.