



# H-F Improvement of Professional Practice Model & Teacher Evaluation Schedule



# Objectives



1. By the end of the session, participants will gain an understanding of the H-F Framework of Professional Practice.
2. By the end of the session, participants will be able to distinguish between performance levels of the H-F Professional Practice Rubric.



# H-F Framework of Professional Practice



The H-F Framework consists of four (4) Domains and supplementary components:

1. Planning and Preparation — *6 components*
2. Instructional Management — *5 components*
3. Instructional Delivery — *5 components*
4. Professional Responsibility — *7 components*



# Evaluation Schedule



The development of our evaluation system took into account four central themes that were garnered through faculty and administrative surveys.

1. **Increase the frequency** of observations/feedback and opportunities for discussions that examine teacher strengths and areas for growth, as well as **provide additional opportunities** for professional dialogue, reflection and collective inquiry.
2. The desire for **additional sources of data** to assess performance, such as implementing informal observation feedback through a **walk-through protocol**.
3. A model that facilitates a **continual and reflective process** that fosters the meaningful growth of one's professional practice.
4. Developing a model that provides **validity and reliability** to allow staff to have confidence in an equitable appraisal process.

The next series of slides will provide details and definitions of the evaluation system.





# 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



# Formal Observations



The formal observation process will remain very similar to our existing process. Each formal observation will consist of a **pre-conference** utilizing existing procedures.

The **observation** itself will remain at least 45 minutes in length. During the observation, the evaluator will be recording evidence of the implementation of the **H-F Framework of Professional Practice**, in much the same way the evaluator uses the **Bellon's Patterns of Effective Teaching** in our current model.



During the **post-observation meeting** between the teacher and the evaluator, a discussion about the evidence collected will occur. In addition, for each component that evidence was collected, a level of proficiency will be selected to guide discussions and professional growth. If a component is not observed during an observation, a level of proficiency will not be determined. The teacher will have the opportunity to provide comments on the official post-observation document. The primary domains that will be utilized during formal observations will be Domains 2 and 3.



# Walk-Throughs



Walk-Throughs, 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.



# 8.8 Meetings



**8.8 Meetings** will occur 1-2 times per year. At each meeting, the evaluator will review the **H-F Framework for Professional Practice** and discuss and document the teacher's strengths, concerns and/or areas for growth. The teacher will receive a copy of the form and be provided the opportunity to add comments.





# 8.8 Meetings & IGP Schedule for Tenured Teachers



## On Cycle Year – Tenured Teachers

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

**Optional Mid-year** – A meeting will occur prior to Feb. 1 with the teacher and the evaluator to review and update any strengths, concerns and/or areas for growth related to the **H-F Framework for Professional Practice**.

**Spring** – A meeting will occur prior to May 7, during which the evaluator and the teacher will review the completed **Summative H-F Framework of Professional Practice Performance Rubric**. During this same meeting, the teacher 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.

## Off-Cycle Year – Tenured Teacher

A meeting will take place sometime between the end of third quarter and May 7 to discuss the Walk-Throughs that occurred during the school year.



# 8.8 Meetings & IGP Schedule for Non-Tenured Teachers



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

**Mid-year** – A meeting will occur prior to Feb. 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 **H-F Framework for Professional Practice**.

**Spring** – 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 teacher and 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.



# Option for Evaluator Preference



Tenured teachers on a Plan A and a Plan B may request the opportunity to request an additional observation and select the observer. This may be another administrator or department chair. This will allow our teachers to receive additional feedback to guide the improvement of instruction process.



# Summative Rating Process



Before May 7 of each on-cycle school year, the evaluator will review all documentation and evidence collected and/or developed during the evaluative cycle and complete a **Summative H-F Framework of Professional Practice Performance Rubric**. The evaluator will rate each component of the four domains after considering all information collected and feedback from the teacher.

In order to arrive at a final summative rating, a overall rating for each domain will first be determined based on the following guidelines. After a rating for each domain is completed, then the **Final Summative Overall Rating** will be determined. The following slides explain (1) the criteria for determining a summative rating for each domain and (2) the criteria for determining the **Final Summative Overall Rating**.



# Individual Domain Rating Criteria

Domain 1 Final Rating Criteria – Classroom Teachers			
<b>6 components</b>			
<b>Excellent</b>  <b>No Unsatisfactory</b> <b>No Needs Improvement</b> <b>4 Excellent</b>	<b>Proficient</b>  <b>No Unsatisfactory</b> <b>No more than 1 Needs Improvement</b>	<b>Needs Improvement</b>  <b>No more than 1 Unsatisfactory</b>	<b>Unsatisfactory</b>  <b>2 or more components rated Unsatisfactory</b>
Domain 2 Final Rating Criteria – Classroom Teachers			
<b>5 components</b>			
<b>Excellent</b>  <b>No Unsatisfactory</b> <b>No Needs Improvement</b> <b>4 Excellent</b>	<b>Proficient</b>  <b>No Unsatisfactory</b> <b>No more than 1 Needs Improvement</b>	<b>Needs Improvement</b>  <b>No more than 1 Unsatisfactory</b>	<b>Unsatisfactory</b>  <b>2 or more components rated Unsatisfactory</b>
Domain 3 Final Rating Criteria - Classroom Teachers			
<b>5 components</b>			
<b>Excellent</b>  <b>No Unsatisfactory</b> <b>No Needs Improvement</b> <b>4 Excellent</b>	<b>Proficient</b>  <b>No Unsatisfactory</b> <b>No more than 1 Needs Improvement</b>	<b>Needs Improvement</b>  <b>No more than 1 Unsatisfactory</b>	<b>Unsatisfactory</b>  <b>2 or more components rated Unsatisfactory</b>
Domain 4 Final Rating Criteria – Classroom Teachers			
<b>7 components</b>			
<b>Excellent</b>  <b>No Unsatisfactory</b> <b>No Needs Improvement</b> <b>5 Excellent</b>	<b>Proficient</b>  <b>No Unsatisfactory</b> <b>No more than 1 Needs Improvement</b>	<b>Needs Improvement</b>  <b>No more than 1 Unsatisfactory</b>	<b>Unsatisfactory</b>  <b>2 or more components rated Unsatisfactory</b>



# Final Summative Overall Rating Criteria



**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**, the teacher must obtain a rating of **excellent** in three out of the four domains, with the fourth being **Proficient**.



**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**.

**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 often times 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**.

**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**.



# Questions?

