

**Evaluation Plan for Licensed  
District Employees**

1.0 Definition of Terms

- 1.01 Licensed Employees: Employees of the South Eastern Special Education District (SESE), who are required to hold a Professional Educator License issued in accordance with Article 21 of The School Code and/or Employees that are required to be licensed with the Department of Professional Regulation.
- 1.02 Performance Ratings:
- (a) Performance of licensed employees shall be “Excellent”, “Proficient”, “Needs Improvement”, or “Unsatisfactory”.
- 1.03 Qualified Administrators: Employees of SESE who are required to hold an administrative or supervisory endorsement attached to their Professional Educator License in accordance with Article 21 of The School Code and who have participated in an inservice workshop on evaluation of licensed personnel in accordance with Section 24A-3 of The School Code and successfully completed the required pre-qualification training.
- 1.04 SESE Executive Board: The 11 Superintendents of the districts within SESE. The SESE Executive Board meets monthly and transacts business related to the operation of the District. The SESE Executive Board shall go into closed sessions at least once each year to consider the results of the performance evaluations of SESE employees, and when necessary to consider remediation plans. The SESE Executive Board shall conduct the performance evaluation of the Director of Special Education and make recommendation to the Governing Board regarding all staff.
- 1.05 Substantive Change: Any modification in the list of qualified Administrators who conduct required evaluations or in the procedures described in the evaluation plan.

2.0 Assurances:

- 2.01 A committee consisting of no more than four (4) representatives of the Association and four (4) representatives of the SESE administration shall be established to give input toward the evaluation for SESE staff. The Director or his/her designee shall act as chairman of the Evaluation Committee. The committee shall

provide advisory input to the SESE Executive Board. The SESE Board's decision as to the implementation and adoption of the evaluation plan shall be final and not subject to the grievance procedure. A statement certifying such involvement is contained in Appendix A.

Changes in the evaluation plan shall be accomplished in the same manner as set forth for the establishment of the evaluation plan.

- 2.02 The Illinois State Board of Education shall be notified within forty-five (45) days of any substantive change in this plan or any change in qualified administrators.
- 2.03 Licensed school district employees job descriptions which have been approved by the SESE Executive Board are attached in Appendix B.

All licensed employees who are presently in contractual continued service shall be evaluated at least once every two years. However, any educator in contractual continued service whose performance is rated as "Needs Improvement" or "Unsatisfactory" must be evaluated once in the school year following the receipt of such rating. Informal observations may occur at any time during any school year and be used in the subsequent biennial evaluation. Administrative and supervisory personnel shall be evaluated annually.

Personnel evaluations shall be conducted according to the following schedule:

- A. Probationary licensed employees shall be evaluated at least once a year during their probationary period. This evaluation will include a minimum of one (1) informal and two (2) formal observations. These employees may be evaluated more frequently at their request or at the discretion of the Director or the SESE Executive Board.
- B. Licensed employees who have received an "Excellent" or "Proficient" and who have entered upon contractual continued service shall be evaluated at least once every two years. This evaluation will include a minimum of one (1) informal and one (1) formal observation. These employees may be evaluated more frequently at their request or at the discretion of the Director or the SESE Executive Board.

- C. Licensed employees who have received a “Needs Improvement” or “Unsatisfactory” performance rating in his/her last performance evaluation and who have entered upon contractual continued service, will require a minimum of three observations in the school year immediately following the year in which the “Needs Improvement” or “Unsatisfactory” rating was received. Two of these observations must be formal observations. These employees may be evaluated more frequently at their request or at the discretion of the Director or the SESE Executive Board.
- 2.04 All employees shall be evaluated by the Director, or a qualified designated evaluator in the employ of SESE.
- 2.05 Licensed employees shall be evaluated by instruments as identified in Appendix B of this plan. Said instruments shall utilize the rating scale as noted in Section 1.02. Administrative employees shall be evaluated according to Section 4.00.
- 2.06 The evaluation instruments shall assess, but not be limited to, an assessment of the following:
- (a) attendance patterns for licensed employees.
  - (b) LBS1 Professional Educator: planning and preparation, environment, instruction, and professional responsibilities.
  - (c) School Social Worker: planning and preparation, environment, delivery of services, and professional responsibilities.
  - (d) School Psychologist: planning and preparation, environment, delivery of services, and professional responsibilities.
  - (e) Speech-Language Pathologist: planning and preparation, environment, delivery of services, and professional responsibilities.
  - (f) Therapist: planning and preparation, environment, delivery of services, and professional responsibilities.
  - (g) Therapist Assistant: planning and preparation, environment, delivery of services, and professional responsibilities.

Evaluation instruments are provided for each special education discipline and related service area that SESE provides.

They are:

- (a) LBS1 Professional Educator
- (b) School Social Worker
- (c) School Psychologist
- (d) Speech-Language Pathologist
- (e) Therapist

(f) Therapist Assistant

2.07 All evaluations conducted under this plan shall be based upon the following:

- (a) direct observations, formal and informal, of work performed
- (b) an inspection of work produced
- (c) input from relevant professionals
- (d) a rating of the quality of work performed
- (e) a summative rating of required reports (services provided, itineraries, pupil progress reports, etc)
- (f) student growth

2.08 All formal observations of the employee shall be conducted at a mutually agreed upon time and date with the employee.

2.09 Any formal or informal observations which are to be used to evaluate the employee shall be reduced to writing and shared with the employee. The employee will be given the opportunity to respond to the observation either verbally or in writing. It is the responsibility of the employee to schedule a time to discuss the observation and/or to provide a written response.

2.10 At the beginning of the school year, the employee will receive notice of the beginning of his/her evaluation cycle and/or notice of the year during which the formal observation(s) will be conducted. This packet will include a letter stating the above and a copy of the evaluation plan.

2.11 A pre-evaluation conference will be scheduled with the employee within the first ninety (90) working days of the initial school year of the evaluation cycle. The pre-evaluation conference will be scheduled during a time that allows for a confidential, private meeting. The employee will be provided a copy of the evaluation tool with the scoring rubric. An overview of the process will be discussed and required documentation will be provided. The Evaluation Reference Guide will be available containing an overview of the evaluation process and timelines as well as all required documentation.

A formal observation will be scheduled at least one (1) week prior with the employee. The required documentation must be provided to the qualified evaluator no later than two (2) days prior to the formal observation. A good faith effort will be demonstrated by both parties to avoid cancelation/rescheduling unless an emergency arises.

Informal observations may occur over the entire evaluation cycle.

The employee will be provided with copies of all formal and informal observations within ten (10) working days of their occurrence. The employee should contact the observer with questions regarding what is written specifically in the informal observation or his/her direct program supervisor regarding questions about procedure or process.

The employee should direct any examples of changes/clarification and/or corrections to the direct supervisor.

- 2.12 A reflective conference will occur within twenty (20) working days following each formal observation(s) to discuss the evidence. This will be scheduled during a time that allows for a confidential private meeting.
  - 2.13 The performance summary rating document must be completed and electronically sent to the employee within twenty (20) working days following the final reflective conference.
  - 2.14 All performance rating evaluations and evidence used to complete the evaluation shall be placed in the employee's file.
  - 2.15 The procedures for calculating the student growth component into the evaluation summary rating will be attached to this evaluation plan upon completion by the joint committee in the form of Appendix D.
- 3.0 Needs Improvement/Unsatisfactory Evaluations:
- 3.01 Within thirty (30) school days after the completion of an evaluation rating a teacher in contractual continued service as "Needs Improvement", development by the evaluator, in consultation with the teacher, and taking in account the teacher's on-going professional responsibilities including his or her regular teaching assignments, of a professional development plan directed to the areas that Need Improvement and any supports that the district will provide to address the areas identified as needing improvement.
  - 3.02 (i)within thirty (30) school days after the completion of an evaluation rating a teacher in contractual continued service as "Unsatisfactory", development and commencement by the district of a remediation plan designed to correct deficiencies cited, provided the deficiencies are deemed remediable.

- (a) In all school districts the remediation plan for unsatisfactory, tenured teachers shall provide for ninety (90) school days of remediation within the classroom. Evaluations issued pursuant to this Section shall be issued within ten (10) days after the conclusion of the respective remediation plan. However, the Board shall not lose jurisdiction to discharge a teacher in the event the evaluation is not issued within ten (10) days after the conclusion of the respective remediation plan.
- (b) participation in the remediation plan by the teacher in contractual continued service rated “Unsatisfactory”, an evaluator and a consulting teacher selected teacher the evaluator of the teacher who was rated “unsatisfactory”, which consulting teacher is an educational employee as defined in the Educational Labor Relations Act, has at least five (5) years’ teaching experience, and a reasonable familiarity with the assignment of the teacher being evaluated, and who received an “excellent” rating on his or her most recent evaluation. Where no teachers who meet these criteria are available within the district, the district shall request and the applicable regional office of education shall supply, to participate in the remediation process, an individual who meets these criteria.

A midpoint and final evaluation by an evaluator during and at the end of the remediation period, immediately following receipt of a remediation plan provided for under subsections (i) and (j) of this Section. Each evaluation shall assess the teacher’s performance during the time period since the prior evaluation; provided that the last evaluation shall also include an overall evaluation of the teacher’s performance during the remediation period. A written copy of the evaluations and ratings, in which any deficiencies in performance and recommendations for correction are identified, shall be provided to and discussed with the teacher within ten (10) school days after the date of the evaluation, unless an applicable collective bargaining agreement provides to the contrary. These subsequent evaluations shall be conducted by an evaluator. The consulting teacher shall provide advice to the teacher rated “Unsatisfactory” on how to improve teaching skills and to successfully complete the remediation plan. The consulting teacher shall participate in developing the remediation plan, but the final decision as to the evaluation shall be done solely by the evaluator. Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teachers and shall not be subject to the guidelines and

procedures relating to those annual evaluations. The evaluator may but is not required to use the forms provided for the annual evaluation of teachers in the district's evaluation plan.

(l) reinstatement to the evaluation schedule set forth in the district's evaluation plan for any teacher in contractual continued service who achieves a rating equal to or better than "Satisfactory" or "Proficient" in the school year following a rating of "Needs Improvement" or "Unsatisfactory".

- 3.03 (a) The consulting teacher shall be chosen from a list developed by SESE and SESEA/IEA/NEA.
- (b) 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.
- (c) The consulting teacher shall provide advice to the teacher rated as "unsatisfactory" on how to improve teaching skills and how to successfully complete the remediation plan.
- 3.04 (m) dismissal in accordance with subsection (d) of Section 24-12 or Section 24-16.5 of the School Code of any teacher who fails to complete any applicable remediation plan with a rating equal to or better than a "Satisfactory" or "Proficient" rating. Districts and teacher subject to dismissal hearings are precluded from compelling the testimony of consulting teachers at such hearings
- (n) After the PERA implementation date, if a teacher in contractual continued service successfully completes a remediation plan following a rating of "Unsatisfactory" and receives a subsequent rating of "Unsatisfactory" in any of the teacher's annual or biannual overall performance evaluation ratings received during the 36-month period following the teacher's completion of the remediation plan, then the school district may forego remediation and seek dismissal in accordance with the School Code.

#### 4.00 Evaluation of Administrative Staff:

- 4.01 Upon obtaining contractual continued service, the Director of Special Education and all supervising personnel who are directly employed by SESE shall be considered licensed school district employees as defined in Section 1.01 of this plan.

4.02 All supervising personnel who are on contracted continued services shall be evaluated by the Director of Special Education. Such evaluations shall be conducted annually.

The evaluation instrument for supervising personnel is contained in Appendix C.

(a) If any administrator or supervisor has a rating of “Unsatisfactory”, said administrator or supervisor shall be entitled to a remediation plan.

4.03 The Director of Special Education shall be evaluated annually by members of the SESE Executive Board. Said evaluation shall be conducted in January each year. Each SESE Executive Board member shall complete the evaluation instrument in regard to the Director’s performance and mail the original of the evaluation to the Executive Board Chairperson.

(a) The Director’s evaluation shall be based upon a compilation of the results of the Administrator Evaluation plan attached to Appendix C.

Each Executive Board member’s evaluation of the Director shall be signed by that person.

(b) The Director’s final evaluation shall include a summary of the comments of participating Executive Board members.

(c) The SESE Executive Board shall go into closed session, with the Director of Special Education present, to consider the results of the evaluation and to possibly develop additional skill/task area targets that will be evaluated at the end of the ensuing two year cycle.

(d) If the evaluation of the Director of Special Education should warrant a remediation plan, said remediation plan shall be determined by the SESE Executive Board.

If a remediation plan is implemented, the Executive Board chairman shall be charged with the responsibility of conducting all necessary quarterly evaluations.

(e) Only those Executive Board members who have participated and who have successfully completed inservice training in accordance with Section 24A-3 of The School Code shall participate in the evaluation of the Director of Special Education.

(f) The evaluation instrument for the Director of Special Education is attached to this document in Appendix C.

## 5.0 Exclusions:

5.01 All noncertified supportive personnel shall be excluded from the



provisions and protections of this evaluation plan. Noncertified supportive personnel shall include, but not be limited to, noncertified central office staff and paraprofessionals.

- 5.02 All excluded personnel shall be subjected to other evaluation policies which have been or may be adopted by the SESE Executive Board.

## Appendix D

The PERA committee established by South Eastern Special Education is composed of the following members appointed by the Executive Board:

**Tracey Seesengood, TAS**

**Lisa McMorris, TAS**

And the following members appointed by the South Eastern Special Education Association:

**Maria Rayborn**

**Rachel Thomas**

The Committee met on the following dates:

**10-27-15, 12-8-15, 1-14-16, 3-16-16**

PERA Committee agreed upon the following:

A). Student growth shall represent 30 percent of a teacher's final performance rating assigned beginning with the 2016-2017 year.

B). the following types of assessments were determined for uses in evaluating each category of teacher are as follows:

1. ED programs- Academic and Behavior\*
2. Autism programs– Academic and Behavior \*
3. ECE programs- Academic and Behavior\*
4. MSI programs- Academic and Independent Functioning Skills\*
5. HI program- Academic and Independent Functioning Skills\*
6. VI program- Academic and Independent Functioning Skills\*
7. Pre-vocational – Vocational Social Skills and Personal Responsibility Skills\*
8. Licensed Support Personnel (School Psychologist, School Social Worker, Speech-Language Pathologist, Occupational Therapist, Physical Therapist, COTA, PTA) - Identified Skill Deficit

\*Universal assessment data will be collected annually to determine the specific skill areas to target for student growth.

C). All departments will use either a simple growth or an adjusted growth measurement model depending on which will reflect growth more accurately for that department. The educator and the evaluator will make this decision together. In the case that the evaluator and educator are unable to reach an agreement in this matter the decision will be determined by the Joint Committee. If the Joint Committee is unable to reach an agreement the final decision will be made by the Director of Special Education.

D).The following assessments types to be utilized for each category of teacher are as follows:

1. ED programs - Type II, Type III
2. Autism programs– Type III, Type III
3. ECE programs- Type II, Type III
4. MSI programs- Type III, Type III
5. HI program- Type III, Type III

6. VI program- Type III, Type III
7. Pre-vocational program– Type III, Type III
8. Licensed Support Personnel - Type III

E.) The following assessment tools that will be utilized for each category of teacher are as follows:

1. ED programs – Type II =AIMSweb; Type III= rubric or checklist
2. Autism programs – Type III = SLO, rubric, checklist, task analysis, teacher made mirror assessments
3. ECE programs – Type II = Childhood Observation Record Advantage; Type III = SLO, Rubric, Checklist, task analysis, or teacher made mirrored assessments
4. MSI programs – Type III = SLO, Rubric, Checklist, task analysis, or teacher made mirrored assessments
5. HI program – Type III = SLO, Rubric, Checklist, task analysis, or teacher made mirrored assessments
6. VI program – Type III= SLO, Rubric, Checklist, task analysis, or teacher made mirrored assessments
7. Pre-vocational Program – Type III= SLO, Rubric, Checklist, task analysis, or teacher made mirrored assessments
8. Licensed Support Personnel - Type III= SLO, Rubric, Checklist, or task analysis

\* The determination of the specific Type III tool will be mutually agreed upon by the educator and evaluator and directed by the type of data to be collected. The assessment tool shall be selected from the list of possible Type III options described in this document. In the case that the evaluator and educator are unable to reach an agreement in this matter the final decision will be determined by the Joint Committee.

F). Student growth expectations shall be met when a student has demonstrated an increase in the targeted skill area as evidenced by the assessment tool.

G). The educator will be required to collect a minimum of 3 data points upon which to determine student growth over the period as determined by the following timelines.

#### **Probationary**

1. Universal screening conducted and assessment tool developed no later than the last working day of the second week of September
2. Assessment tool submitted to evaluator no later than the last working day of the third week of September
3. Assessment tool approved by evaluator prior to the first working day of October
4. Assessment tool and measurement model submitted to joint committee for approval by October 1
5. Data collection begins October 1
6. Mid Point conference held no later than last working day of November with educator to review progress to determine needed adjustments in instructional methodologies.
7. Student growth final data collection point is the last working day in

January

**Year one of Two-Year Cycle**

1. Universal screening conducted and assessment tool developed no later than the last working day of the second week of September
2. Assessment tool submitted to evaluator no later than the last working day of the third week of September
3. Assessment tool approved by evaluator prior to the first working day of October
4. Assessment tool and measurement model submitted to joint committee for approval by October 1
5. Data collection begins October 1
6. Mid Point conference held no later than last working day of November with educator to review progress to determine needed adjustments in instructional methodologies.
7. Student growth final data collection point is the last working day of April

**Year two of Two-Year Cycle**

1. Universal screening conducted and assessment tool developed no later than the last working day of the second week of September
2. Assessment tool submitted to evaluator no later than the last working day of the third week of September
3. Assessment tool approved by evaluator prior to the first working day of October
4. Assessment tool and measurement model submitted to joint committee for approval by October 1
5. Data collection begins October 1
6. Mid Point conference held no later than last working day of November with educator to review progress to determine needed adjustments in instructional methodologies.
7. Student growth final data collection point is the last working day in January

\* Continued Contractual Service Educators may choose to use either year one growth or year two growth for consideration as the student growth for purposes of the evaluation.

G). The following student characteristics will be considered in the determination of student growth for the purposes of evaluation:

1. Student must be present for initial data collection. Students entering the program following the initial data point collection will not be included for the purposes of evaluation.
2. Students exiting the program prior to the final data collection point will be counted as meeting expectations for student growth for the purposes of evaluation.
3. Students that attend 50% or more classroom instruction during the school year will be included in the data sample to determine student growth for the purposes of evaluation.

4. Students who exhibit truancy will be reviewed by the educator and evaluator to determine their inclusion in the data sample for the purposes of evaluation. In the case that the evaluator and educator are unable to reach an agreement in this matter the decision will be determined by the Joint Committee. If the Joint Committee is unable to reach an agreement the final decision will be made by the Director of Special Education.

5. Students that experience exceptional medical complications that result in significant regression will not be included in the student growth calculation for the purposes of evaluation.

H). The rating scale to be used for student growth corresponds to the required performance evaluation ratings. The determination for the following rating levels is as follows:

Excellent= 76% to 100% of students meeting growth expectation

Proficient= 51% to 75% of students meeting growth expectation

Needs Improvement = 25% to 50% of students meeting growth expectation

Unsatisfactory = less 25% of students meeting growth expectation