

EDWARDSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 7

CERTIFIED EMPLOYEE EVALUATION PLAN

Developed by the District 7 Joint Committee: 2014-2016

*Updated on 7/6/2021 with the Joint Committee

The District 7 Performance Evaluation Reform Act (PERA) Joint Committee members are as follows:

- Lynda Andre, Superintendent
- Nancy Spina, Assistant Superintendent for Personnel
- Cathie Wright, Director for Curriculum & Instruction
- Adam Garrett, Special Education Director
- Dennis Cramsey, Principal – Edwardsville High School
- Cornelia Smith, Principal – Leclair Elementary
- Ryan Ketchum, Assistant Principal – Lincoln Middle School
- Dave Boedeker, EEA Co-President
- Beth Duncan, EEA Co-President
- Cathy Vano, EEA Executive Committee
- Kim Michel, EEA Executive Committee
- Nikki Starbuck, EEA Executive Committee
- Stacey Lipe, Teacher-Lincoln Middle School
- Melissa Unger, Special Education Teacher – Columbus School

The District 7 Joint Committee met on the following dates:

- ***Informal Meetings***
- February 24, 2015
- February 27, 2015
- March 25, 2015
- April 8, 2015 – Certified Support Staff
- April 23, 2015 – Certified Support Staff
- May 13, 2015 – Certified Support Staff
- June 10, 2015
- June 16, 2015
- June 24, 2015
- July 15, 2015

- ***Formal Meetings***
- September 22, 2015
- October 5 through October 16, 2015 – Building Presentations
- October 16, 2015
- October 23, 2015 – Department Chairs and Assistant Principals
- October 26, 2015 – Principals
- October 30, 2015 – Institute – Student Growth
- November 18, 2015
- January 28, 2016
- June 1, 2017

The Joint Committee has met annually on the following dates to review and update the plan:

- June 19, 2018; July 2, 2019; May, 21, 2020; July 6, 2021

EVALUATION PROCESS AND SCHEDULE FOR TEACHERS AND CERTIFIED SCHOOL SERVICE PERSONNEL

Evaluation in District #7 is considered a formal process to determine the quality of an employee's work performance and to relate that performance to the goals and objectives of the school system. Employees and supervisors are informed in advance of the administrative rules, and collective bargaining agreements are strictly followed. The evaluation emphasis is to stimulate professional performance growth and to provide a rational basis for personnel decisions.

The building administrator will inform the teachers and certificated school service personnel under his/her supervision of the district evaluation plan within two weeks of the beginning of the school year. Prior to each written evaluation, a formal observation of significant duration will be conducted by the administrator to assess the performance of the employee, including such areas as classroom management, instructional methodology, and competency in subject matter(s) taught or service provided. Contractual attendance, instructional planning, and other areas specified in the employee's job description and on the evaluation instrument will be evaluated. Student growth data will be included as part of the overall evaluation. As part of the overall evaluation process, a conference allowing for clear communication between the evaluator and the person being evaluated is conducted.

Only a "qualified evaluator" will evaluate certified employees. A "qualified evaluator" is defined under the Illinois School Code as a professional teacher who is required to hold a supervisory or administrative certificate in accordance with Article 21 of the School Code, and is qualified to evaluate certified personnel in accordance with the Illinois School Code.

The District 7 Joint Committee is committed to the implementation of a comprehensive teacher evaluation plan, one that is continuous, constructive, and takes place in an atmosphere of mutual trust, support, and respect. The process is a cooperative effort designed to encourage productive dialogue and action between and among staff and evaluators.

The Joint Committee will meet on an annual basis to continue to refine this system.

SCHEDULE OF EVALUATIONS

The total evaluation process as described in Article VI, Section C of the contract must be completed, and the signed summative evaluation form turned in to the Central Office on or before January 31.

A. Non-Tenured Teachers:

Non-tenured teachers shall receive one summative evaluation on or before January 31 each school year. The summative evaluation will be based on at least one formal and one informal observation during the Fall semester and at least one formal and one informal observation during the Spring semester. The evaluator, at his/her discretion, may conduct more than the minimum number of formal and informal observations.

B. Tenured Teachers:

Tenured teachers shall receive one summative evaluation at least once every other school year on or before January 31. The summative evaluation will be based on at least one formal and one informal observation during the Fall semester and at least one formal and one informal observation during the Spring semester. The evaluator, at his/her discretion, may conduct more than the minimum number of formal and informal observations.

Tenured teachers may be evaluated more often than once every two years if deemed necessary at the administration's discretion.

Tenured teachers who received an overall summative evaluation rating of "Needs Improvement" on their last evaluation shall be formally evaluated and issued a summative evaluation the following school year.

Tenured teachers who received an overall summative evaluation rating of "Unsatisfactory" and successfully completed the 90 school day remediation plan with at least a "Proficient" rating shall be formally evaluated and issued a summative evaluation the following school year.

PROCEDURES FOR FORMAL AND INFORMAL OBSERVATIONS, MID-CYCLE DATA REVIEWS, AND SUMMATIVE EVALUATIONS

A. Professional Practice

1. **Informal Observations:** Informal observations shall include unannounced visits to a certified employee's classroom. The administrator may provide verbal or written feedback to the certified employee.
2. **Formal Observations:**
 - a. Formal observations will last a minimum of 45 minutes or one lesson or one class period.
 - b. The evaluator will conduct a pre-observation meeting with the certified employee to confirm the date of the classroom observation, review and discuss the lesson plan and what is expected to be observed during the observation.
 - c. The evaluator will schedule a post-observation meeting with the certified employee within 15 calendar days of the observation. At this meeting, the evaluator will provide verbal and written feedback to the certified employee.

B. Student Growth

Mid-Cycle Data Reviews: Teachers will have an opportunity for a mid-cycle review where adjustments can be made to the Student Learning Objective. During the mid-cycle review, teachers will be given the opportunity to meet with the administrator and reflect on student performance data, and the teacher's progress towards professional growth goals. It is the teacher's responsibility to contact their building administrator to establish the mid-cycle data review, if needed, and to be prepared to provide data to support any changes to the original SLO.

C. Summative Evaluation: Professional Practice + Student Growth = Summative Performance Evaluation Rating

1. The evaluator will schedule a meeting and provide the certified employee a summative evaluation no later than 15 calendar days after the date of the last formal observation, unless prevented by unusual circumstances. The summative evaluation will be based on informal and formal observations and other information bearing on the certified employee's performance, as well as student growth measures.

2. The evaluator and employee will review and discuss the summative evaluation and sign the document. The employee will be given a copy of the summative evaluation.

3. If the employee feels his/her summative evaluation is incomplete, inaccurate or unjust, he/she may put his/her objections in writing and have them attached to the summative evaluation and placed in his/her personnel file. The evaluator may attach a written response to the employee's objections.

**RATING SCALE FOR TEACHERS AND
CERTIFIED SCHOOL SERVICE PERSONNEL**

PROFESSIONAL PRACTICE

Excellent: (4) Scores 94-100

Documented formal and informal observations reveal performance of consistently exceptional quality. Clearly identified strengths are in all areas measured by the evaluation instrument.

Proficient: (3) Scores 83-93

Documented formal and informal observations reveal performance of consistently commendable quality. Strengths are identified in most of the areas measured by the evaluation instrument. Any identification deficiencies are minor in nature and may be quickly improved.

Needs Improvement: (2) Scores 70-82

Documented formal and informal observations reveal some deficiencies in a specific area or areas of the evaluation standards and instrument. One or more areas measured by the evaluation instrument are not consistently met and need improvement. Identified deficiencies for tenured teachers are identified in a Professional Development Plan.

Unsatisfactory: (1) Scores 69 and below

Documented formal and informal observations reveal significant deficiencies in a specific area or areas of the evaluation standards and instrument. These deficiencies are of such a degree as to require the direct intervention of an administrator and the formally identified remedial plan as per Illinois School Code.

STANDARDS/EXPECTATIONS FOR TEACHERS

Professional Practice

Professional practice will represent at least 75% of a teacher's summative performance evaluation rating in the first and second years (2016-2017 and 2017-2018) of the school district's implementation of the performance evaluation system. Beginning with the 2018-2019 school year and thereafter, professional practice will represent at least 70% of the teacher's performance evaluation rating. The other portion of the evaluation comes from the student growth component.

Each teacher must demonstrate maintenance of an appropriate learning atmosphere that provides for a measurable level of instructional effectiveness. Teachers will communicate expectations and provide appropriate learning tasks presented in a variety of methods. Teachers will appraise student performance and provide feedback, reinforcement, and appropriate correctional instruction.

Each teacher must exhibit and demonstrate appropriate organization and management skills. These skills shall include: careful lesson planning, organization of routines and materials so students spend a high level of time on-task, and maintenance of student behavior by enforcing district rules and regulations with open communication among students and their teacher.

Each teacher must maintain interaction with students and parents in a positive and caring manner that encourages learning. In all areas, the teacher is expected to maintain the highest level of personal integrity.

Each teacher must conduct himself/herself in a manner that reflects a desirable professional demeanor. This includes maintaining accurate and helpful communication with students, parents, and colleagues. It also includes adhering to the approved policies, procedures, and curriculum of the district, and taking the necessary steps for self-improvement.

Overall Evaluation Rating Scale for Professional Practice:

<u>Value</u>	<u>Rating</u>
94 - 100	Excellent (4)
83 – 93	Proficient (3)
70 – 82	Needs Improvement (2)
69 and below	Unsatisfactory (1)

Student Growth Data

Student growth will represent 25% of a teacher's summative performance evaluation rating in the first and second years of the school district's implementation of the performance evaluation system (2016-2017 and 2017-2018). Beginning with the 2018-2019 school year and thereafter, student growth will represent 30% of the teacher's performance evaluation rating. The other portion of the evaluation comes from the professional practice component.

Student Growth

Student growth is defined as demonstrable change in student learning at two or more points in time, as measured using two or more types of assessments identified as Types I, II, or III. The different types of assessments are defined below:

Type I

An assessment that measures a certain group of students in the same manner with the same potential assessment items, that is scored by a non-district entity, and /or is widely administered beyond Illinois. (e.g., PARCC, ACT)

Type II

An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area. (e.g., collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers)

Type III

An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning. It may be a classroom or school-specific assessment. (e.g., teacher-created assessments, textbook unit assessment, portfolios, student work samples, writing samples)

All teachers must use at least one Type III, plus one Type I or one Type II assessment to measure student growth. If no Type I or Type II assessments are available, then two Type III assessments may be identified:

- Type I and Type III
- Type II and Type III
- Type III and Type III

Teachers assigned to a course that has a Type II assessment available will be required to use that Type II assessment in their growth evaluation.

District 7 has determined that for the 2016-17 school year, there are no Type I assessments available due to PERA timeline restrictions.

Baseline Data: Baseline data are information about students' levels of performance at the "start" of the interval of instruction. They are generally the most recent data available and can include the prior year's assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-assessment or other evidence of student learning, such as portfolio work samples that measure prerequisite knowledge and skills necessary for the course. When baseline data are compared with data collected at later points in the school year, decisions can be made as to whether students are making adequate progress towards targets and goals. The baseline data can be used to measure student understanding of the academic knowledge being taught and to inform instruction. Teachers will need to collect baseline data on students in order to better understand their strengths and weaknesses when setting growth targets. Knowing where students start the year, and knowing what they already have mastered and have yet to master, can help inform teacher instruction.

Projected Student Growth: Knowing students' general level of achievement by using baseline data lets teachers set Student Learning Objective (SLO) targets that are both rigorous and attainable for the students in their class. Starting points enable teachers and administrators to determine the amount of progress that students make during the course or year. Teachers will need to project the amount students are expected to grow from their recorded **baseline or pre-performance data**. The teacher or group of teachers must determine the amount of measurable student growth anticipated for each assessment measure used (Student Learning Objective or SLO).

- Student growth is based on individual student performance within one classroom.
- Projected student growth may be tiered to account for varying levels of student performance at the beginning of the instructional time period.
- At the end of the interval of instructional time, baseline data are compared to post-performance data or rubric data to determine whether the SLO has been met for each assessment measure used.

Student Learning Objectives (SLOs): Creating an SLO is the process of *setting targets* and *measuring* the extent to which they have been achieved. Targets must be measurable and meaningful. SLOs are a long-term goal for advancing student learning. It is a data-informed process that involves diagnosing and improving specific student learning needs.

Each teacher must use at least 2 different assessments. Only one assessment can be used for a single SLO. Thus, every teacher will be required to write at least **two** SLOs.

All teachers must **identify students** to be included on their Student Learning Objective (SLO) roster. The **student population** included in a SLO will be a roster of those identified students whose growth between two points in time will be used for evaluation purposes. Teachers assigned to a co-taught course must select students from their roster.

All teachers must write an **objective** within their Student Learning Objective (SLO).

An **objective** is a long-term goal for advancing student learning. In terms of a Student Learning Objective (SLO), the objective is a broad statement of what students will be expected to know or do by the end of a course. It should be aligned to what students will be assessed on.

An objective must:

- Be rigorous
- Be measurable
- Target specific academic concepts, skills, and behaviors based on district curriculum
- Use baseline data to guide selection and instruction

Teachers can request exceptions for certain students they feel should not be included on their final SLO rosters. Exceptions can be allowed on a student-by-student basis and must be approved by an evaluator per the exclusion criteria. Sub-groups (i.e., SPED, ELL) **cannot** be excluded. Teachers must appeal for any exceptions and must present evidence to the evaluator to justify any exceptions.

SLO Revisions

SLO Revision is an important step, especially during the first few years of implementation, when limited data are available to set feasible growth targets. The teacher should regularly monitor student progress after the SLO is approved. Once more data are available, the teacher is allowed the opportunity to revise growth targets, based upon the progress monitoring data or changes in the classroom. Teachers can submit revised growth targets and student population to the evaluator. Approval of these revisions is at the evaluator's discretion.

At the end of the evaluation cycle, the summative student growth rating will be combined with the professional practice rating for each teacher in order to determine the summative performance evaluation rating. Note that the student growth rating is determined by at least two SLO scores.

The following ratings will apply to the student growth component:

<i>Excellent (4)</i>	<i>76% - 100% of students met the indicated growth targets</i>
<i>Proficient (3)</i>	<i>51% - 75% of students met the indicated growth targets</i>
<i>Needs Improvement (2)</i>	<i>25% - 50% of students met the indicated growth targets</i>
<i>Unsatisfactory (1)</i>	<i>Less than 25% of students met the indicated growth targets</i>

Overall Rating

Professional practice ratings will be combined with student growth ratings to arrive at a summative performance evaluation rating. At the end of the evaluation cycle, teachers will receive a summative performance evaluation rating of one of the following ratings: “Excellent - 4,” Proficient - 3,” “Needs Improvement - 2,” or “Unsatisfactory - 1.”

Overall Rating Example

Professional Practice = 89 (Proficient – 3)

➤ $3 \times 70\% = 2.10$

Student Growth

- Collection 1 = 70% of students met growth target (3 Proficient)
- Collection 2 = 80% of students met growth target (4 Excellent)
 - $(3 + 4) / 2 = 3.5$
 - $3.5 \times 30\% = 1.05$

Overall Rating = $2.1 + 1.05 = 3.15$ (Proficient)

Final Rating: Please see table below.

Excellent	3.5 - 4.0
Proficient	2.5 - 3.49
Needs Improvement	1.5 - 2.49
Unsatisfactory	0 - 1.49

Assessment Fidelity

Assessment items should not be shared with students prior to being administered during assigned assessment sessions. All items are to be considered secure. Both assessment sessions should be administered under the same conditions (i.e., time, resources, tools, etc.)

Maintenance of Records

Teachers should keep student pre and post assessments on file for a minimum of two years.

**STANDARDS/EXPECTATIONS FOR CERTIFIED
SCHOOL SERVICE PERSONNEL AND PERMANENT SUBSTITUTE TEACHERS**

Each employee must effectively deliver his/her particular support service to individual students. A setting and the communication conducive to success must be maintained. Knowledge of and the use of techniques and methods to work with individual students well are essential. Students must receive input to affect their programs positively, regular feedback regarding themselves and their situation, and appropriate reinforcement.

Each certified school service employee/permanent substitute teacher must serve the students in an organized, well-managed manner. This includes careful planning and the good organization of routines and materials necessary to carry out effectively the responsibilities required.

Each certified school service employee/permanent substitute teacher must maintain interaction with students and parents in a positive and caring manner. In all areas, the employee is expected to maintain the highest level of personal integrity.

The employee must also demonstrate a high level of professional behavior. Professional responsibilities must be carried out thoroughly and accurately. Positive interaction with colleagues and parents must be maintained as necessary. District policies and procedures must be followed, and professional self-growth as necessary is expected.

PROFESSIONAL DEVELOPMENT PLAN

The Performance Evaluation Reform Act includes language regarding the creation of a **Professional Development Plan** for a teacher in contractual continued service (tenured) who is rated ***Needs Improvement***.

This Professional Development Plan (PDP):

- Is to be created within 30 school days after the completion of a summative evaluation resulting in the *Needs Improvement* rating
- Is to be developed by the evaluator in consultation with the teacher and will take into account the tenured teacher's on-going professional responsibilities including his/her regular teaching assignments
- Is to be directed to the areas that need improvement and include guidance and support that the district will provide to address the performance areas identified as needs improvement
- Is to provide ongoing conversations based upon evidence gathered by both the teacher and evaluator (e.g., data logs, reflection forms, lesson planning, student work, formal and informal observations)
- After development of the PDP, the teacher and evaluator will collaborate to determine the target completion date

Tenured teachers must be evaluated at least once in the school year following the receipt of an overall Needs Improvement rating in completion of the Professional Development Plan. The evaluation cycle must include a minimum of three (3) observations, two (2) of which must be formal observations. Teachers who are rated *Proficient* or *Excellent* at that time will be reinstated to the tenured teacher evaluation process for *Proficient* and *Excellent* Individual Growth Plan.

For tenured teachers who are evaluated *Unsatisfactory* at the completion of the PDP, the school district will start a remediation plan under the provisions of Illinois School Code 105 ILCS 5/24A-5.

Professional Development Plan Components:

- **Areas of Improvement (including the Domain/Component):** List one domain rated Needs Improvement on the PDP form.
- **Rationale for Area of Improvement:** Evidence from observations that show an area needing improvement.
- **Indicators for Effective Teaching:** Find examples and other resources as needed, of domain/component rated *Needs Improvement* that will show or produce evidence of effective teaching.

- **Improvement Strategies:** Provide strategies the teacher can use to show improvement in needed domain/component.
- **Tasks to Complete:** Specific tasks the teacher will complete that will improve the domain/component.
- **Support and Resources:** List of supports and resources the teacher can use to improve (e.g., workshops, observe colleagues, ask a specialist, books/journals).
- **Indicators of Progress:** How the teacher will show progress toward *proficient/excellent* in domain/component through observation, data, evidence, etc.

REMEDIATION PLAN

A teacher will be placed upon remediation status under the following conditions:

- A tenured teacher receives an *Unsatisfactory* performance rating on the Summative Evaluation Report.
- The Summative Evaluation Report will indicate the date by which a written remediation plan will be developed (within 30 days of the conference).

Within 30 school days after the completion of an evaluation, the administrator qualified under Section 24A-3 [105 ILCS 5/24A-3], will prepare a remediation plan designed to correct deficiencies cited, provided the deficiencies are deemed remediable. The remediation plan for unsatisfactory, tenured employees shall provide for 90 school days of remediation within the classroom, if applicable. The final evaluation issued pursuant to this Section shall be issued within 10 days after the conclusion of the respective remediation plan. However, the school board shall not lose jurisdiction to discharge an employee in the event the evaluation is not issued within 10 days after the conclusion of the respective remediation plan.

Tenured teachers must be evaluated at least once in the school year following the receipt of a summative *Unsatisfactory* rating. The evaluation cycle must include a minimum of three (3) observations, two (2) of which must be formal observations. Teachers who are rated *Proficient* or *Excellent* at that time will be reinstated to the evaluation process for *Proficient* and *Excellent* Individual Growth Plan.

Remediation Plan Components:

- **Remediation Period:** A remediation period of ninety (90) school days is provided.
- **Consulting Teacher:** The evaluator selects a consulting teacher who has successful experiences and familiarity with the assignment, and an “excellent” rating on the last summative evaluation.

- **Areas of Improvement (including the Domain/Component):** List one domain rated *Unsatisfactory* on the Remediation form.
- **Rationale for Area of Improvement:** Evidence from observations that show an area as unsatisfactory performance.
- **Indicators for Effective Teaching:** Find examples in resources as needed, of domain/component rated *Unsatisfactory* that will show or produce evidence of effective teaching.
- **Improvement Strategies:** Provide strategies the teacher can use to show improvement in needed domain/component.
- **Tasks to Complete:** Specific tasks the teacher will complete that will improve the domain/component.
- **Support and Resources:** List of supports and resources the teacher can use to improve (e.g., workshops, observe colleagues, ask a specialist, books/journals).
- **Indicators of Progress:** How the teacher will show progress toward *proficient/excellent* in domain/component through information observation, data, evidence, etc.

If a teacher successfully completed a remediation plan and then receives a second unsatisfactory rating in any evaluation during the 36-month period following the completion of the remediation plan, the school district may forego remediation and seek dismissal.

If, at the conclusion of the remediation period, the teacher has not corrected his/her performance, the teacher is subject to dismissal.

Participants in the remediation plan will include:

- the employee rated "unsatisfactory,"
- a district administrator qualified under Section 24A-3 [105 ILCS 5/24A-3]
- a consulting certified employee who:
 - a. is selected by the participating administrator or by the principal of the employee who was rated "unsatisfactory"
 - b. is an educational employee as defined in the Illinois Educational Labor Relations Act [115 ILCS 5/1 et seq.]
 - c. has at least 5 years' certified experience
 - d. has a reasonable familiarity with the assignment of the employee being evaluated
 - e. has received an "excellent" rating on his or her most recent evaluation
- If there is no employee available within the district who meets these criteria, the district shall request and the State Board of Education shall supply a person who meets these criteria.

The Association may, if it so chooses, supply a roster of qualified certified employees from whom the consulting employee is to be selected. That roster shall, however, contain the names of at least 5 certified employees, each of whom meets the criteria for consulting employee with

regard to the employee being evaluated, or the names of all certified employees so qualified if that number is less than 5. In the event of a dispute as to qualification, the State Board shall determine qualification.

The employee under remediation shall be evaluated and issued a rating at least mid-point and at the end of the 90 school day remediation period. These evaluations shall be conducted by the participating administrator. The consulting employee shall provide advice to the employee rated "unsatisfactory" on how to improve teaching skills and to complete successfully the remediation plan. The consulting employee shall participate in developing the remediation plan, but the final decision as to the evaluation shall be done solely by the administrator, unless an applicable collective bargaining agreement provides to the contrary. Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of employees 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 employees in the district's evaluation plan.

1. The employee under remediation will be formally evaluated the following year he/she completes the 90 school day remediation plan with a "proficient" or better rating.
2. The employee under remediation shall be dismissed in accordance with Section 24-12 of The Illinois School Code [105 ILCS 5/24-12] if the employee fails to complete any applicable remediation plan with a "proficient" or better rating. Districts and employees subject to dismissal hearings are precluded from compelling the testimony of consulting employees at such hearings under Section 24-12 [105 ILCS 5/24-12], either as to the rating process or for opinions of performances by employees under remediation.
3. Nothing in these procedures shall be construed as preventing immediate dismissal of an employee for deficiencies which are deemed irreparable or for actions which are injurious to or endanger the health or person of students in the classroom or school. Failure to strictly comply with the time requirements contained in Section 24A-5 [105 ILCS 5/24A-5] shall not invalidate the results of the remediation plan.

UNSATISFACTORY RATING APPEALS PROCESS & REMEDIATION

If a tenured teacher receives an overall unsatisfactory rating, that teacher will be provided remediation as stated in 105 ILCS, 5/24A-5 of the Illinois School Code, as amended, 23 IL Administrative Code, Part 50, and the District Evaluation Plan.

Any tenured or non-tenured teacher who has received an unsatisfactory rating on his/her summative evaluation shall have the right to appeal the rating to a Joint Committee. The teacher who has received an unsatisfactory rating on his/her summative evaluation shall have the right to appeal the rating to a panel of three qualified evaluators selected by the Joint Committee. The request for the appeal shall be made within 10 calendar days of the teacher's receipt of the summative evaluation and submitted to the Joint Committee. The teacher shall state the basis for the appeal and identify the evidence that supports the appeal.

Grounds for an appeal include procedural violations, inaccurate attribution of data, inaccurate information/data, or the evaluator's failure to consider evidence the evaluator collected and/or the teacher submitted during the evaluation period. Under the process, the *Joint Committee*, made up of equal number of members from the Association and the District, shall meet within 5 calendar days of receipt of the appeal request to mutually agree, by majority vote, to a panel of 3 qualified evaluators to review each appeal. None of the appointed 3 qualified evaluators may be involved in the initial summative evaluation of the appealing teacher.

The panel of qualified evaluators will meet as soon as possible, but no later than 5 calendar days to assess each appealed "Unsatisfactory" rating and determine whether it should be revoked as erroneous. In addition to the panel members considering the written appeal, the teacher may address and provide evidence to the panel members in person. All information being contested must have been included in the initial appeal process. The teacher may be accompanied by an association representative when addressing the committee. The panel members may request the evaluator to submit a written response to the teacher's appeal and/or request the evaluator to appear before the panel in person.

When considering an appeal, the qualified evaluators will:

- Review the documentation to determine if the state, District Evaluation Plan, and contractual procedures were appropriately followed during the evaluation.
- Review all the evidence used by the qualified evaluator to determine the summative rating. On review of the evidence, the qualified evaluators will determine if – (1) the evidence is opinion, an incorrect interpretation or calculation, or bias; and (2) determine if the chosen rubric was used to determine the performance for each domain based on the collected evidence.

- If based on a preponderance of the evidence, a majority of the panel of evaluators determines the procedures set forth by the district evaluation plan and/or collective bargaining agreement were not followed; if opinion, interpretation, or bias is found within the evidence, and the identified errors prejudiced the teacher and resulted in an erroneous unsatisfactory evaluation, then the teacher will receive a default rating of proficient for determining the teacher's placement on the Honorable Dismissal List and will be formally evaluated the following year.

The qualified evaluators shall have the authority to revoke the initial "unsatisfactory" rating if it deems to be erroneous.

If the qualified evaluators overturn the rating, the teacher shall receive a rating of proficient. The appeal process must conclude within 15 school days after the panel receives the teacher's written request for appeal.

An appeal shall not delay the development and implementation of a remediation plan. If the evaluation is revoked, the remediation plan is null and void.

EXHIBITS

Exhibit 1: [Certified Teachers Summative Evaluation Report](#)

Exhibit 2: [Certified School Service Personnel Evaluation Report](#)

Exhibit 3: [Permanent Substitute Teacher Evaluation Report](#)

Exhibit 4: Job Descriptions: [Certified Teacher](#), [Permanent Substitute Teacher](#), [School Nurse](#), [School Social Worker](#), [School Psychologist](#), [Speech Language Pathologist](#)