

MEMORANDUM OF UNDERSTANDING

The Education Association of Pekin and the Pekin Public School District 108 Board of Education agree to substitute the accompanying revised Article V: Evaluation of Certified Employees document for Article V: Evaluation of Certified Employees found on pages 24-30 in the 2008-2012 contract.

ARTICLE V: EVALUATION OF CERTIFIED EMPLOYEES

A. PURPOSE

It is the primary purpose of this evaluation to improve instruction. The District shall comply with the Illinois State Board of Education rules and regulations regarding certificated employees' evaluation.

B. FREQUENCY

1. All non-tenured certified employees will be evaluated each year until they are placed on tenured status.
2. Thereafter, all tenured certified employees will be evaluated at least once every two years under either the Formal Structured Strand or the Informal Collaborative Strand.

C. EVALUATION STRANDS AND SCHEDULES FOR CERTIFIED EMPLOYEES

All certified employees will be evaluated under a practice of progressive evaluation through the Non-tenured Strand, the Formal Structured Strand, or the Informal Collaborative Strand according to the following schedules:

1. Non-Tenured Strand

Date	Activity
By October 1	Review of District Expectations related to: Planning and Preparation, Environment, Instruction, and Professional Responsibilities Confirmation of Evaluative Process No formal goal setting is done in the Non-tenured Strand until the third year of employment.
By December 1	At least one formal observation and feedback conference
By March 1	Second Formal Observation and feedback conference Additional formal and informal observations may also be scheduled at the discretion of the evaluator or evaluatee
No less than 45 days before the end of the official school year	Summative evaluative conference and written narrative

2. Formal Structured Strand

Date	Activity
In spring of the year prior to formal evaluation or fall of the evaluation year.	Review the following: District Expectations related to: Planning and Preparation, Environment, Instruction, and Professional Responsibilities <ul style="list-style-type: none"> • Areas of concern and possible goal(s) • Professional resources and options available for professional support If a goal is agreed upon at the spring conference, both parties will sign off on the goal-setting document.
Onset and /or Ongoing	If areas of concern arise, written notice will be given to the evaluatee in sufficient time to address and improve identified concerns. If there is a deficiency in performance expectations identified, an improvement plan must be developed by the evaluator and evaluatee to address the deficiency. If the evaluatee refuses to collaborate in developing an improvement plan, or if sufficient progress is not evidenced to the evaluator, then the evaluator will develop and implement an improvement plan.
By October 1	Mutually agree upon goal(s) and method of communicating and documenting progress
By December 1	At least one formal observation Additional formal and informal observations may also be scheduled at the discretion of the evaluator or evaluatee
No less than 30 days before the end of the official school year	Summative evaluation conference and written narrative

3. Informal Collaborative Strand

Date	Activity
In spring of the year prior to formal evaluation or fall of the evaluation year.	Informal dialog regarding goal identification If a goal is agreed upon at the spring conference, both parties will sign off on the goal-setting document.
Onset and/or Ongoing	Informal observations and interaction between the evaluator and evaluatee Continuous informal visits, dialog, or exchange of information

	<p>related to goal progress and District Expectations related to: Planning and Preparation, Environment, Instruction, and Professional Responsibilities</p> <p>If areas of concern arise, written notice will be given to the evaluatee in sufficient time to address and improve identified concerns.</p> <p>If there is a deficiency in performance expectations identified, an improvement plan must be developed by the evaluator and evaluatee to address the deficiency.</p> <p>If the evaluatee refuses to collaborate in developing an improvement plan, or if sufficient progress is not evidenced to the evaluator, then the process will move to the formal structured strand.</p>
By the following October 1	Mutually agree upon goal(s) and method of communicating and documenting progress
No less than 30 days before the end of the official school year of the evaluation cycle	Summative evaluation conference and written narrative

D. PROCEDURES

1. Review of Expectations

A review of the District Expectations related to: Planning and Preparation, Environment, Instruction, and Professional Responsibilities will be conducted by the evaluator with those being evaluated prior to the start of the evaluative process. The review will include an assessment by both the staff member and the evaluator regarding annual performance related to the expectations.

2. Goal Setting (For Tenured Staff and Third/Fourth Year Non-Tenured Staff)

- a. All tenured teachers in the informal collaborative strand and all 3rd and 4th year non-tenured teachers and their evaluator will mutually agree upon the areas to be included in goal setting and will subsequently submit a written plan.
- b. All tenured teachers in the formal structured evaluation strand and their evaluator will mutually agree upon the areas to be included in goal setting and will subsequently submit a written plan.

3. Progressive Evaluation (For Tenured Staff and Third/Fourth Year Non-Tenured Staff)

- a. If areas of concern arise, written notice will be given to the evaluatee in sufficient time to address and improve identified concerns.
 - b. If there is a deficiency in the any of the District Expectations related to: Planning and Preparation, Environment, Instruction, and Professional Responsibilities an improvement plan must be developed by the evaluator and evaluatee to address the deficiency.
 - c. If the evaluatee refuses to collaborate in developing an improvement plan, or if sufficient progress is not evidenced to the evaluator, then the process will move to the formal structured strand.
4. Formal Observations for tenured and non-tenured staff: During formal observations the evaluator will:
 - a. hold a pre-observation conference
 - b. review the observation form
 - c. hold a post-observation conference to provide feedback and consider staff member input

5. Informal Observations

Throughout the evaluation process the evaluator will make informal observations which may be initiated by the evaluator/evaluatee. If areas of concern arise, timely notice will be given to the evaluatee.

6. Self-Reflection of Goal(s) and Performance Expectations (For Tenured Only and Third or Fourth Year Non-Tenured Staff)

At the beginning of the evaluation cycle, the evaluator and the evaluatee will mutually agree upon a method of communicating and documenting goal progress.

At the beginning of the goal setting activity, the evaluatee will complete a Self-Assessment of Practice Form related to the District Expectations: Planning and Preparation, Environment, Instruction, and Professional Responsibilities and discuss it with the evaluator. The employee's Self-Assessment of Practice Form is not part of the permanent evaluation record.

During evaluations the evaluator and staff member will review goal progress.

At the end of goal setting activities or at an agreed upon benchmark period, the staff member will complete the Staff Self Reflection Form and the Goal Progress Form. The evaluator will provide feedback related to the progress towards the goal.

7. The Evaluator will provide the evaluatee a:
 - a. Staff Evaluation Form completed according to timelines
 - b. The Staff Summative Evaluation Form will include comments regarding the District Expectations related to: Planning and Preparation, Environment, Instruction, Professional Responsibilities; one overall rating shall be given. The overall rating system as outlined in the expectations instrument will be meets/exceeds expectations or does not meet expectations. The overall rating will be given by the evaluator after

consideration of observations and evaluatee's input. (*Waiver Section 24A-5 of the School Code – 2007-2008 school year and extends through the 2011-2012 school year*)

8. Narrative

The evaluator will provide the staff member with a written evaluation. The narrative will include the following items:

- a. evaluative comments relating to the mutually agreed upon goal(s)
- b. statements relating to performance in the District Expectations related to: Planning and Preparation, Environment, Instruction, and Professional Responsibilities
- c. statements of commendation
- d. statements about participation in development activities
- e. suggested professional growth areas
- f. statement regarding the next evaluation

9. Summative Conference

Summative evaluation conferences will be conducted 30 days prior to the end of the official school year calendar for tenured staff and 45 days prior to the end of the official school year calendar for non-tenured staff.

The staff member will be provided with a written copy of the Summative Evaluation Form, and the narrative at the summative evaluation conference. The evaluator will provide clarity to the written document. The staff member's initials on the Summative Evaluation Form will indicate receipt of the document.

The staff member will have the right, and is encouraged to respond to the narrative in writing within ten (10) school days of the meeting. The staff member will present the response to the supervisor and will be able to note on the Summative Evaluation Form if a response is attached. The employee will receive a completed, signed copy of the evaluation and response documents as placed in the personnel file

10. Personnel File

The Summative Evaluation Form, the narrative, and any written response shall be filed in the personnel file within 10 days of being received by the office of the Director of Human Resources.

11. Signature

The signature indicates that both parties have seen, but not necessarily agreed with, the contents of the evaluation.

12. Remediation (For Tenured Staff Only)

- a. A remediation plan will be developed for staff members who receive an overall performance rating of does not meet district expectations (i.e., "Unsatisfactory" as specified in Section 24-12 of the Illinois School Code) on the Summative Evaluation form. This is a formative process employed to assist teachers as they strive to strengthen areas of weakness which are deemed remediable.

- b. The staff member being evaluated will meet with the evaluator and receive a written list of deficiencies that must be corrected. The list will indicate a date (within 30 calendar days of the conference) by which a remediation plan will be developed.
- c. Participants in the development of the remediation plan shall include the staff member deemed as not meeting district expectations, a qualified administrator, and the consulting teacher if he/she has been assigned within the 30-day period.
- d. The written remediation plan will contain the following components:
 - 1. condition(s) in need of change
 - 2. expectations for improvement
 - 3. assistance to be provided
 - 4. system for monitoring progress
 - 5. timelines for activities (conferences, performance, observations)
- e. The 90 school days remediation plan will begin upon selection of the consulting teacher and shall provide evaluations and ratings every 30 school days immediately following the development and receipt of the remediation plan by the teacher under remediation.
- f. The 30 school days evaluation and ratings shall be conducted by a qualified administrator during the limits of the 90 school days remediation period. The completion of each 30 school days evaluation and rating shall coincide with the 90 school days remediation plan.
- g. Any staff member who successfully completes the 90 school days remediation plan with an overall performance rating of "Meets or Exceeds District Expectations" (i.e., "satisfactory" under Section 24-12 of the School Code) shall be reinstated to the district's evaluation cycle.
- h. Any staff member who fails to complete the 90 school days remediation plan with an overall performance rating of "Meets or Exceeds District Expectations" (i.e., "satisfactory" under Section 24-12 of the School Code) shall be dismissed in accordance with Section 24-12.

13. Consulting Teacher Role (For Tenured Staff Only)

- a. The district shall request that the State Board of Education provide a consulting teacher to participate in the remediation process. A consulting teacher is an educational employee as defined in the Educational Labor Relations Act [115 ILCS 5/1 et seq.], has at least 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.
- b. In the event that the State Board of Education does not identify a consulting teacher but instead provides a list of potential consulting teachers, then the evaluator and staff member being evaluated shall mutually agree upon a consulting teacher from the list provided.

- c. Once identified, the consulting teacher shall receive an overview of the consulting teacher's role in the remediation process (rights, responsibilities, suggestions, etc.) necessary to provide support to the staff member rated as unsatisfactory on how to successfully complete the remediation plan.
- d. The consulting teacher may be present at all required 30-day evaluation conferences at the request of the teacher under remediation.
- e. The consulting teacher shall not engage in evaluating the performance of the staff member under remediation during either the 30-day evaluations or the final evaluation.
- f. If the consulting teacher becomes unavailable due to extenuating circumstances during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher.

14. Qualified Evaluator

A qualified evaluator refers to those professional employees who are required to hold a supervisory or administrative certificate in accordance with Article 21 or Section 34-83 of the School Code, and who have participated in an inservice workshop on evaluation of certified personnel in accordance with Section 24 A-3 of the School Code.

E. GRIEVABILITY

The parties hereto agree that the procedure for evaluation identified herein shall be subject to the grievance process of Article IX, but that the substance of staff member evaluation, if not false, shall not be subject to the requirements of Article IX.

PEKIN PUBLIC SCHOOLS
DISTRICT 108

EDUCATION ASSOCIATION OF PEKIN
IEA/NEA

By: *C. J. Thomas*

By: *James Drainer*

Title: *President*

Title: *President of IEA*

Date: *2/25/08*

Date: *2/25/08*