



CPS Priority Indicators for Observation & Feedback in 2024-2025

In an effort to strengthen our district's approach to supporting the professional growth of CPS educators, we will center professional learning and feedback this year around the following eight key indicators from **Standards I & II** of the [2018 DESE Classroom Teacher Rubric](#):

- I-A-3. Well-Structured Units and Lessons
- I-B-1. Variety of Assessment Methods
- I-B-2. Adjustments to Practice
- I-C-3. Sharing Conclusions With Students
- II-A-2. Student Engagement
- II-A-3. Meeting Diverse Needs
- II-B-1. Safe Learning Environment
- II-E-1. High Expectations

Why focus on Priority Indicators?

Focusing on a narrow set of Priority Indicators will allow us to:

- Intentionally support CPS supervisors and evaluators as they strengthen and refine their approach to engaging in conversations with educators about their practice and providing specific, evidence-based, meaningful feedback on the practices they observe.
- Provide educators with a clear understanding of what constitutes proficient practice across key indicators that impact student outcomes, and allow supervisors and evaluators to more readily identify educators who need additional support.
- Align our professional development activities and resources to key teaching practices, and improve our ability to support educators in demonstrating proficiency across these practices.

How will identifying Priority Indicators benefit our students?

The indicators we have selected align with the work we have been doing to improve teaching and learning in our district, such as prioritizing the social-emotional well-being of students, providing all students with access to high-quality instruction, and promoting culturally responsive, anti-racist teaching practices that aim directly to disrupt patterns of inequity. By strengthening our approach to engaging educators in conversations about teaching and learning in their classrooms and by providing them with more meaningful feedback for improvement, we ultimately believe that we will strengthen the overall learning experiences of our students and more rapidly address persistent gaps in student performance.

Does this mean that educators will no longer be evaluated on Standards III & IV?

No. Standards III and IV also describe essential dimensions of effective practice, and will continue to be part of the evaluation process. However, the indicators listed under these two standards are typically not as readily observable as are the indicators for Standards I & II. This is why the CPS contract requires teachers to submit evidence in support of their proficient practice for Standards III and IV.

What about Unit A members who are assessed through the 2012 SISRP Rubric?

Each of the indicators identified above have an equivalent in the [SISRP Rubric](#), and each is appropriate to student-facing educational support roles such as School Counselor, Social Worker, and Instructional

Coach. This notwithstanding, ongoing evaluator development in the use of these indicators will include specific conversations about how to connect these indicators to effective feedback.

What does proficient practice look like for each of these Priority Indicators?

The 2018 DESE Teacher Rubric that we use in CPS included descriptors of proficient practice, as well as practice that is exemplary, unsatisfactory, and in need of improvement. The descriptions of proficient practice listed on the table below are quoted from the DESE rubric.

Priority Indicator	Description of Proficient Practice
I-A-3. Well-Structured Units and Lessons	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.
I-B-1. Variety of Assessment Methods	Uses a variety of informal and formal assessments methods, including common interim assessments, to measure students’ learning, growth, and progress toward achieving state/local standards.
I-B-2. Adjustments to Practice	Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.
I-C-3. Sharing Conclusions With Students	Based on assessment data, provides descriptive feedback to students, engages them in constructive conversation, and seeks feedback that focuses on how students can improve their performance.
II-A-2. Student Engagement	Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.
II-A-3. Meeting Diverse Needs	Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students’ learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.
II-B-1. Safe Learning Environment	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
II-E-1. High Expectations	Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.

Additional questions? Please reach out to Dr. Chad Leith at cleith@cpsd.us.

EVALUATION TIMELINES & OBSERVATION REQUIREMENTS

for Educators/Administrators on **Developing** and **Self-Directed Growth Plans**:

NOTE: If any date falls on a weekend, holiday or snow day, the due date will be the next school day.

Developing Educators and Administrators– One-Year Cycle

Non-Professional Status Teachers & Unit B Administrators in First Three Years of Employment

October 15: Educator completes Educator Plan form: Self-Assessment & Goal Setting.

February 1: Educator uploads evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals using the Educator Record of Evidence form.

April 1: Educator uploads additional evidence using Educator of Evidence form.

April 1-June 15: Educator administers Student/staff Feedback instrument of choice.

Late April: Educator comments/signs off on Summative Evaluation form (5 days after it has been shared).

September 15: Evaluator meets or otherwise communicates with those being evaluated to explain the evaluation process.

November 1: Evaluator reviews and signs off on Educator Plan Form; Self-Assessment & Goal Setting.

November 15: Evaluator completes first Classroom Observation of new hires and does write-ups

Thursday before the February vacation: Evaluator completes and shares Formative Assessment forms

March 1: Evaluator meets with Educator if requested by either

Thursday before the April vacation: Evaluator completes and shares Summative Evaluation Form

Professional Status Teachers & Unit B Administrators with 3+ Years of Employment

Year One of Two-Year Cycle on a Self-Directed Growth Plan

October 15: Educator completes Educator Plan Form: Self-Assessment & Goal Setting.

May 15: Educator uploads evidence using Educator Record of Evidence form.

September 15: Evaluator meets or otherwise communicates with those being evaluated to explain the evaluation process.

November 1: Evaluator reviews and signs off on Educator Plan Form: Self-Assessment & Goal Setting.

June 1: Evaluator completes and shares Formative Evaluation Form.

Professional Status Teachers & Unit B Administrators with 3+ Years of Employment

Year Two of Two-Year Cycle on a Self-Directed Growth Plan

October 15: Educator completes Educator Plan form; Self-Assessment & Goal Setting (Only need to update goals)

May 15: Educator uploads evidence using Educator Record of Evidence form.

April 1-June 15: Educator administers Student/staff Feedback instrument of choice.

June 1: Evaluator completes and shares Summative Evaluation Form

Principals, Heads of School, Asst. Superintendents, School Business Administrator – One-Year Cycle

November 30: Administrator completes Educator Plan form: Self-Assessment & Goal Setting

April 1: June 15: Administrator administers Staff Feedback instrument of choice

May 15: Administrator uploads evidence using Educator Record of Evidence form.

November 1: Evaluator reviews and signs off on Educator Plan form: Self-Assessment & Goal Setting

June 1: Evaluator completes Summative Evaluation form.

Important Observation Requirements, Guidelines, and Timelines:

- Within 5 school days of the observation, the Evaluator and Educator or the Evaluator and Administrator shall meet for a post-observation conference.
- The Evaluator shall provide the Educator or the Administrator with written feedback within 5 school days of the post-observation conference. For any standard where the Educator's or the Administrator's practice was found to be Unsatisfactory or Needs Improvement, the feedback must:
 - (1st) Describe the basis for the Evaluator's judgment.
 - (2nd) Describe actions the Educator or the Administrator should take to improve their performance.
 - (3rd) Identify support and/or resources the Educator or the Administrator may use in their improvement.
 - (4th) State that the Educator or the Administrator is responsible for addressing the need for improvement.
- Any Observation or series of observations resulting in one or more standards judged to be **Unsatisfactory** or **Needs Improvement** for the first time must be followed by at least one observation of at least 30 minutes in duration within 30 school days.

Number of Required Observations & Contractual Timelines:

Teachers without Professional Teacher Status (e.g. Non-PTS Teachers) & New Unit B Administrators (in their first three years of practice):

For all Unit A and Unit B members in their first three years of practice in CPS:

- **The first observation must take place by 11/15;** and
- All observations noted above should be completed by the Thursday before April vacation.

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- **1st year teachers** must receive at least one (1) announced and four (4) unannounced observations over the course of the school year (for a minimum of 5 observations).
 - **New Administrators in the 1st year** in a position shall have at least four (4) unannounced observations during the work year.

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- **2nd & 3rd year teachers** must receive at least one (1) announced and three (3) unannounced observations over the course of the school year (for a minimum of 4 observations).
 - In their **2nd and 3rd years** in the position, New Administrators shall have at least three (3) unannounced observations during the work year.

Experienced Teachers with Professional Teacher Status (PTS) & Experienced Unit B Administrators (3+ years serving in their role in CPS):

- PTS teachers and Unit B Administrators who have served in their role in CPS for three years or more and who earned a formative or summative rating of **Proficient** or **Exemplary** during the previous school year shall have at least one (1) unannounced observation per school year (and at least two observations per two-year cycle of their self-directed growth plans).

Overview of the Unit E (Paraprofessional) Evaluation Process

The new Unit E contract contains updated guidelines - and a new rubric - for evaluating the performance of CPS paraprofessionals. Below are highlights from Section 7 of the [2024-2026 collective bargaining agreement](#), as it pertains to Evaluation:

Evaluator Designations:

Each paraprofessional will be evaluated by their “Teacher Supervisor,” in coordination with and under the supervision of their “Evaluating Administrator” (most likely the Principal, Assistant Principal, or Director).

Rating Levels & Domains of Practice:

Paraprofessionals will be evaluated using an [updated evaluation rubric](#), which allows their Teacher Supervisor and Evaluating Administrator to rate their performance as *Exemplary*, *Proficient*, *Needs Improvement*, or *Unsatisfactory* across the following domains:

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|---------------------------------------------|-----------------------------------|
| 1. Supporting Instruction | 5. Dependability |
| 2. Collaboration with Staff | 6. Professionalism |
| 3. Student Engagement & Behavior Management | 7. Professional learning & Growth |
| 4. Flexibility & Adaptability | 8. Problem-Solving Skills |

Timelines:

By October 1st or within one (1) month of hire:	The Evaluating Administrator will share the rubric with all paraprofessionals under their supervision, along with notification of who their Teacher Supervisors and Evaluating Administrators will be.
By November 30 or within two (2) months of hire:	All Paraprofessionals will have a conversation with their Teacher Supervisor during which they review the rubric and identify strengths and areas of growth. Paraprofessionals or Teacher Supervisors can request that the Evaluating Administrator be present during that meeting.
By December 15:	Paraprofessionals with fewer than three years of experience and paraprofessionals rated overall “Needs Improvement” or “Unsatisfactory” the previous year will receive formative written feedback, including specific areas needing improvement and support that will be in place.
By May 1st:	Teacher Supervisor(s) will draft the summative evaluation and share it with the Evaluating Administrator for approval. Then the Teacher Supervisor(s) will meet with the paraprofessional to discuss the evaluation and make adjustments to the draft as necessary. Paraprofessionals or Teacher Supervisors can request that the Evaluating administrator be present during that meeting. Paraprofessionals will have the right to respond in writing to the final summative evaluation within 5 school days of receipt.