

TITLE 23: EDUCATION AND CULTURAL RESOURCES  
SUBTITLE A: EDUCATION  
CHAPTER I: STATE BOARD OF EDUCATION  
SUBCHAPTER b: PERSONNEL

PART 50  
EVALUATION OF EDUCATOR LICENSED EMPLOYEES  
UNDER ARTICLES 24A AND 34 OF THE SCHOOL CODE

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51

52 AUTHORITY: Implementing Sections 24A-5, 24A-7, and 34-84 of the School Code [105 ILCS

53 5] and authorized by Section 24A-7 of the School Code.

54

55 SOURCE: Old Part repealed at 29 Ill. Reg. 15902, effective October 3, 2005; new Part adopted

56 at 36 Ill. Reg. 8330, effective May 21, 2012; amended at 38 Ill. Reg. 19741, effective September

57 29, 2014; amended at 38 Ill. Reg. 23175, effective November 19, 2014; amended at 39 Ill. Reg.

58 11112, effective July 23, 2015; amended at 46 Ill. Reg. 8142, effective May 2, 2022; amended at

59 48 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

60

61 SUBPART A: GENERAL REQUIREMENTS

62

63 **Section 50.30 Definitions**

64

65 As used in this Part:

66

67 "Adaptive conditional measurement model" means a measurement model used to

68 analyze assessment data to determine student growth that consists of at least a

69 collection of baseline data that is used to determine student growth expectations

70 for all students or for individual and/or groups of students and the recording of

71 student outcomes in comparison to the growth expectations identified.

72

73 "Assessment" means any instrument that measures a student's acquisition of

74 specific knowledge and skills. Assessments used in the evaluation of teachers,

75 principals, and assistant principals shall be aligned to one or more instructional

76 areas articulated in the [State Goals for Learning and Learning Standards](#)~~Illinois~~

77 ~~Learning Standards~~ (see 23 Ill. Adm. Code 1.Appendix D) or Illinois Early

78 Learning and Development Standards – Children Age 3 to Kindergarten

79 Enrollment Age (see 23 Ill. Adm. Code 235.Appendix A), as applicable. For the

80 purposes of this Part, assessments will be defined as the following types.

81

82 "Type I assessment" means a reliable assessment that measures a certain

83 group or subset of students in the same manner with the same potential

84 assessment items, is scored by a non-district entity, and is administered

85 either statewide or beyond Illinois. Examples include assessments

86 available from the Northwest Evaluation Association (NWEA), Scantron

87 Performance Series, Star Reading Enterprise, College Board's SAT,  
88 Advanced Placement or International Baccalaureate examinations, or  
89 ACT's EPAS<sup>®</sup> (i.e., Educational Planning and Assessment System).  
90

91 "Type II assessment" means any assessment developed or adopted and  
92 approved for use by the school district and intended to be used on a  
93 districtwide basis by all teachers in a given grade, course, or subject area.  
94 Examples include collaboratively developed common assessments,  
95 curriculum tests, and assessments designed by textbook publishers.  
96

97 "Type III assessment" means any assessment that is rigorous, that is  
98 aligned to the course's curriculum, and that the qualified evaluator and  
99 teacher determine measures student learning in that course. Examples  
100 include teacher-created assessments, assessments designed by textbook  
101 publishers, student work samples or portfolios, assessments of student  
102 performance, and assessments designed by staff who are subject or grade-  
103 level experts that are administered commonly across a given grade or  
104 subject. A Type I or Type II assessment may qualify as a Type III  
105 assessment if it aligns to the curriculum being taught and measures student  
106 learning in that subject area (see Section 50.110(b)(2)).  
107

108 "Assistant principal" means an administrative employee of the school district who  
109 is required to hold a professional educator license issued in accordance with  
110 Article 21B of the School Code [105 ILCS 5/21B] endorsed for either general  
111 administrative or principal, and who is assigned to assist the principal with ~~his or~~  
112 ~~her~~ duties in the overall administration of the school.  
113

114 "Formal observation" means a specific window of time that is scheduled with the  
115 teacher, principal, or assistant principal for the qualified evaluator, at any point  
116 during that window of time, to directly observe professional practices in the  
117 classroom or in the school. (Also see Sections 50.120(c) and 50.320(c).)  
118

119 "Growth expectation" means the outcome that students are expected to achieve by  
120 the end of the instructional period and includes consideration of a starting level of  
121 achievement already acquired and determination of an ending goal for the level of  
122 achievement to be reached.  
123

124 "Informal observation" means observations of a teacher, principal, or assistant  
125 principal by a qualified evaluator that are not announced in advance of the  
126 observation and not subject to a minimum time requirement.  
127

128 "Interval of instruction" means the period of time during which two or more  
 129 assessment scores are analyzed for the purpose of identifying a change in a  
 130 student's knowledge or skills.  
 131

132 "Joint committee" means a committee composed of *equal representation selected*  
 133 *by the district and its teachers or, when applicable, the exclusive bargaining*  
 134 *representative of its teachers*, which shall have the duties set forth in this Part  
 135 regarding the establishment of a performance evaluation plan that *incorporates*  
 136 *data and indicators of student growth as a significant factor in rating teacher*  
 137 *performance*. (Section 24A-4 of the School Code)  
 138

139 "Measurement model" means the manner in which two or more assessment scores  
 140 are analyzed for the purpose of identifying a change in a student's knowledge or  
 141 skills over time.  
 142

143 "Performance evaluation plan" means a plan to evaluate a teacher, principal, or  
 144 assistant principal that includes data and indicators on student growth as a  
 145 significant factor in judging performance, measures the individual's professional  
 146 practice, and meets the requirements of Article 24A of the School Code and this  
 147 Part.  
 148

149 "Performance evaluation rating" means the final rating of a teacher's, principal's,  
 150 or assistant principal's performance, using the rating levels required by Sections  
 151 24A-5(e), 34-8, and 34-85c of the School Code ~~{105 ILCS 5/24A-5(e), 34-8, and~~  
 152 ~~35-85c}~~, that includes consideration of both data and indicators of student growth,  
 153 when applicable under Section 24A-2.5 of the School Code ~~{105 ILCS 5/24A-2.5}~~  
 154 and Section 50.20 ~~of this Part~~, and professional practice.  
 155

156 "Qualified evaluator" shall have the meaning set forth in Section 24A-2.5 or 24A-  
 157 15 of the School Code and shall be an individual who has completed the  
 158 prequalification process required under Section 24A-3 of the School Code or  
 159 Subpart E ~~of this Part~~, as applicable, and successfully passed the State-developed  
 160 assessments specific to evaluation of teachers or principals and assistant  
 161 principals. Each qualified evaluator shall maintain ~~his or her~~ qualification by  
 162 completing the retraining required under Section 24A-3 of the School Code or  
 163 Subpart E ~~of this Part~~, as applicable.  
 164

165 "School Code" means 105 ILCS 5.  
 166

167 "State performance evaluation model" means those components of an evaluation  
 168 plan that address data and indicators of student growth that a school district is  
 169 required to use in the event that its joint committee fails to reach agreement  
 170 pursuant to Section 24A-4(b) of the School Code.

171  
172 "Student growth" means a demonstrable change in a student's or group of  
173 students' knowledge or skills, as evidenced by gain and/or attainment on two or  
174 more assessments, between two or more points in time.

175  
176 "Student learning objective process" or "SLO process" means a process for  
177 organizing evidence of student growth over a defined period of time that  
178 addresses learning goals that are measurable and specific to the skills or content  
179 being taught and the grade level of the students being assessed, and are used to  
180 inform and differentiate instruction to ensure student success.

181 "Student learning objectives" or "SLO" consists of a learning goal, assessment  
182 and procedures to measure that goal, and growth expectation.

183  
184 "Teacher" means full-time or part-time professional employees of the school  
185 district who are required to hold a professional educator license endorsed for a  
186 teaching field issued in accordance with Article 21B of the School Code. For the  
187 purposes of the requirements specific to student growth outlined in Article 24A of  
188 the School Code and this Part, "teacher" shall not include any individual who  
189 holds a professional educator license endorsed for school support personnel issued  
190 under Article 21B of the School Code and is assigned to an area designated as  
191 requiring this endorsement, including but not limited to school counselor, school  
192 psychologist, nonteaching school speech and language pathologist, school nurse,  
193 school social worker, or school marriage and family counselor.

194  
195 (Source: Amended at 48 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

196  
197 **SUBPART B: PERFORMANCE EVALUATION PLANS: TEACHERS**

198  
199 **Section 50.100 Plan Components Required for the Evaluation of Teachers**

200  
201 Each school district shall implement a performance evaluation plan for its teachers no later than  
202 the applicable date outlined in Section 50.20. The plan shall address each of the components  
203 contained in this Section.

204  
205 a) The plan shall provide for an evaluation at least once every three school years of  
206 each teacher in contractual continued service (i.e., tenured) unless otherwise  
207 specified in this Section;

208  
209 1) A tenured teacher who has obtained a "needs improvement" or  
210 "unsatisfactory" rating on the previous year's evaluation shall be evaluated  
211 at least once in the school year following the receipt of that rating. (See  
212 Section 24A-5 of the School Code.)  
213

- 214 2) *No later than September 1, 2022, each school district must establish a*  
215 *teacher evaluation plan that ensures that each tenured teacher whose*  
216 *performance is rated as either "excellent" or "proficient" is evaluated at*  
217 *least once in the course of the three school years after the receipt of the*  
218 *rating. The school district must implement an informal teacher*  
219 *observation plan that ensures that each teacher in contractual continued*  
220 *service whose performance is rated as either "excellent" or "proficient" is*  
221 *informally observed at least once in the course of the 2 school years after*  
222 *receipt of the rating. (Section 24A-5 of the School Code.)*  
223
- 224 3) *Teachers who are due to be evaluated in the last year before they are set*  
225 *to retire shall be offered the opportunity to waive their evaluation and to*  
226 *retain their most recent rating, unless the teacher was last rated as "needs*  
227 *improvement" or "unsatisfactory". The school district may still reserve the*  
228 *right to evaluate a teacher provided the district gives notice to the teacher*  
229 *at least 14 days before the evaluation and a reason for evaluating the*  
230 *teacher. (Sections 24A-5(o) and 34-84 of the School Code.)*  
231
- 232 b) The plan shall provide for an evaluation at least once every school year of each  
233 teacher not in contractual continued service (i.e., nontenured). (See Section 24A-  
234 5 of the School Code.)  
235
- 236 c) At the start of the school term (i.e., the first day students are required to be in  
237 attendance), the school district shall provide a written notice (either electronic or  
238 paper) that a performance evaluation will be conducted in that school term to each  
239 teacher affected or, if the affected teacher is hired after the start of the school  
240 term, then no later than 30 days after the contract is executed. The written notice  
241 shall include:  
242
- 243 1) a copy of the rubric to be used to rate the teacher against identified  
244 standards and goals and other tools to be used to determine a performance  
245 evaluation rating;  
246
- 247 2) a summary of the manner in which measures of student growth and  
248 professional practice to be used in the evaluation relate to the performance  
249 evaluation ratings of "excellent", "proficient", "needs improvement", and  
250 "unsatisfactory" as set forth in Sections 24A-5(e) and 34-85c of the School  
251 Code; and  
252
- 253 3) a summary of the district's procedures related to the provision of  
254 professional development in the event a teacher receives a "needs  
255 improvement" or remediation in the event a teacher receives an

256 "unsatisfactory" rating, to include evaluation tools to be used during the  
257 remediation period.

258  
259 d) Any professional development provided as part of a professional development or  
260 remediation plan under Section 24A-5 of the School Code shall align to Standards  
261 for Professional Learning (~~2022~~2011) published by Learning Forward, 504 South  
262 Locust Street, Oxford, Ohio 45056 and posted at  
263 <https://standards.learningforward.org/standards-for-professional-learning>  
264 ~~<https://learningforward.org/standards-for-professional-learning>~~. No later  
265 amendments to or editions of these standards are incorporated by this Section.  
266

267 (Source: Amended at 48 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)