

Bloomington Public School District 87

Professional Appraisal Plan



**Introductory Handouts
Fall 2011**

Professional Appraisal Plan Committee Process and Members

Beginning after discussions from the 2008-09 agreement between the Bloomington Board of Education and the Bloomington Education Association, the Bloomington Public School District 87 Professional Appraisal Plan Committee assessed the current teacher evaluation system, researched appraisal systems used in a variety of school districts across the country and across the state, considered changes in Illinois law regarding teacher evaluations, and consulted with the Consortium for Educational Change to create a Teacher Appraisal System aligned with Charlotte Danielson's *Framework for Teaching*. The committee was a combination of professionals representing each of District 87's nine schools. Representation included members of the Bloomington Education Association and District 87 administration.

Members of the Bloomington Public School District 87 Professional Appraisal Plan Committee:

Dr. Barry Reilly – Superintendent

Rich Baldwin – teacher, Bloomington High School, President, Bloomington Education Association

Rhoby Hamblin – teacher, Bloomington Junior High School

Dr. Herschel Hannah – Assistant Superintendent of Human Resources

Danel Behrends-Harr – principal, Sarah Raymond School of Early Education

Cindy Helmers – Assistant Superintendent of Curriculum and Instruction

Sonja Huddleston – teacher, Sheridan Elementary

Terri Matlock – teacher, Bent Elementary

Stacey McGraw – teacher, Washington Elementary

Tim Moore – principal, Bloomington High School

Josh Oberts – teacher, Oakland Elementary

JoLynn Plato – teacher, Irving Elementary

Julie Riley – teacher, Bloomington Junior High School

Dr. Mary Kay Scharf – principal, Oakland Elementary

Linda Schmelzer – teacher, Stevenson Elementary

Lisa Thetard – teacher, Bloomington High School

Sherri Thomas – Associate Principal, Bloomington Junior High School

UNCONDITIONAL	CONDITIONAL
<p style="text-align: center;"><u>Immediate</u></p> <ul style="list-style-type: none"> • Prohibition on disclosure of teacher, principal and superintendent evaluations <p style="text-align: center;"><u>No later than September 1, 2012</u></p> <ul style="list-style-type: none"> • Probationary teachers must be evaluated at least once a year • Evaluation plan for tenured teachers must include 4 rating categories (excellent, proficient, needs improvement and unsatisfactory) • Tenured teacher whose performance is rated “needs improvement” must be evaluated at least once in the next school year • Within 30 school days of completion of evaluation rating of “needs improvement” for tenured teacher, development 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 • Mid-point (around 45 school days) and final (at end of 90 school days) evaluations for tenured teachers who receive unsatisfactory evaluation and are placed on remediation plan • During remediation period, written copy of evaluation with deficiencies in performance and recommendations for correction identified, must be provided and discussed within 10 days, unless collective bargaining agreement provides otherwise • Final evaluation must include an overall evaluation of teacher’s performance during remediation period 	<ul style="list-style-type: none"> • Non-administrators qualified to evaluate by no later than 9/1/12 (required timeline will be delayed unless ISBE develops evaluator pre-qualification and training programs) • Peer evaluation (and evaluation by department chairs in bargaining unit) only with local’s agreement, by no later than 9/1/12 (required timeline will be delayed unless ISBE develops evaluator pre-qualification program) • Required inclusion of student growth as significant factor in evaluation of all teachers by no later than the date in the grant for SIG (school improvement grant) districts, no later than 9/1/15, for lowest-performing 20% of districts, or no later than 9/1/16, for remaining districts (required timeline will be delayed unless ISBE/State satisfy several conditions, including: adopting minimum requirements for use of student growth in district plans, i.e., methods for measuring student growth, whether and when annual state tests can be used as one of multiple measures, definition of “significant factor”; creating model student growth evaluation plan; climate survey; research study on validity and reliability of student growth evaluation; providing adequate and sustainable funds to develop and implement student growth evaluation system) • Required use of joint committee process to develop student growth evaluation plan by required timeline (required use of joint committee will be delayed unless ISBE/State satisfy several conditions)

District 87 Appraisal Process Beliefs and Commitments

Beliefs	Aligned Commitments
<i>District 87 believes that the teacher appraisal process must support:</i>	<i>In order to embed these teacher appraisal process beliefs into ongoing professional practice, District 87 commits to:</i>
<i>Clearly defined, consistent procedures</i> for accurately and reliably documenting performance based on multiple sources of evidence across educational settings. The appraisal process should be fluid, transparent, and continuous.	<ul style="list-style-type: none"> • educate and guide the paradigm shift for both administration and staff. • provide a reasonable time frame to complete the process with integrity • collect data to identify domain areas in need of district-wide professional development
<i>A commitment to continuous improvement and growth by all</i> that honors collective instructional excellence and recognizes the differentiated needs of individual teachers by respectfully identifying growth opportunities. This shared commitment is foundational to the goal of excellence for all.	<ul style="list-style-type: none"> • define expectations of professional practices. • provide support and resources for growth opportunities. • use professional teaching data and student data, to reflect and plan for growth opportunities.
<i>A culture</i> that fosters a collaborative relationship between evaluator and teacher, resulting in professional dialogue that encourages reflective practice by all.	<ul style="list-style-type: none"> • provide ongoing training for Teachers and Evaluators. • focus on collaboration, professional dialogue, and reflective practice. • include a description/definition of professional collaboration, including a glossary of terms to develop a shared language. • define levels of collaboration/reflection and promote the value of collaboration and reflection with all educators. • define belief statements/values related to teaching and learning. • establish a supportive environment for Teachers.
<i>A common criteria that is based on a framework</i> with consistent language that clarifies job expectations, defines effective teaching practices, and honors input from all staff.	<ul style="list-style-type: none"> • create and implement professional development documentation that defines common language, effective teaching practices, and job expectations. • revisit, revise, and adapt evaluation process annually based upon input from all stakeholders.
<i>Standardization of ongoing professional learning opportunities</i> that ensures all stakeholders share a common understanding of performance expectations across domains and have the resources necessary to implement the professional appraisal process with integrity to provide consistency and quality assurance.	<ul style="list-style-type: none"> • foster professional conversations across grade levels around teaching expectations. • ensure inter-rater reliability among Evaluators. • support ongoing framework training that honors adult learning styles. • provide resources that clearly explain the framework, process, and all associated tools. • dedicate time to learn this new system.

Framework for Teaching At-A-Glance



Standards for Teachers and Specialists

All of the Danielson frameworks are organized around levels of performance that represent an educator’s growth and development throughout his/her career. The Danielson model is focused on accountability for all aspects of the profession. Just as educators work to meet the needs of each student learner, this model addresses the needs of each individual certified staff member.

<p>Domain 1 – Demonstrates effective planning and preparation for instruction through:</p> <ul style="list-style-type: none"> a. demonstrating knowledge of content and pedagogy b. demonstrating knowledge of students c. setting instructional outcomes d. designing coherent instruction e. designing student assessments 	<p>Domain 2 – Creates an environment conducive for learning by:</p> <ul style="list-style-type: none"> a. creating an environment of respect and rapport b. establishing a culture for learning c. managing classroom procedures and physical space d. managing student behavior
<p>Domain 4 – Demonstrates professionalism by:</p> <ul style="list-style-type: none"> a. maintaining accurate records b. communicating with families c. participating in a professional community d. growing and developing professionally e. showing professionalism 	<p>Domain 3 – Demonstrates effective instruction by:</p> <ul style="list-style-type: none"> a. communicating with students b. engaging students in learning c. using assessment in instruction d. demonstrating flexibility and responsiveness

Under this appraisal system, the professional teaching standards to which each Teacher is expected to conform are set forth in Charlotte Danielson’s *Framework for Teaching*. In addition to the teaching framework, frameworks are provided for:

School Counselors

School Nurse

Social Workers

Occupational Therapists

Elementary and Secondary Library Media Specialists

School Psychologists

Speech Pathologists

Physical Therapists

Professional Practice Levels of Performance Summative Rating Definitions

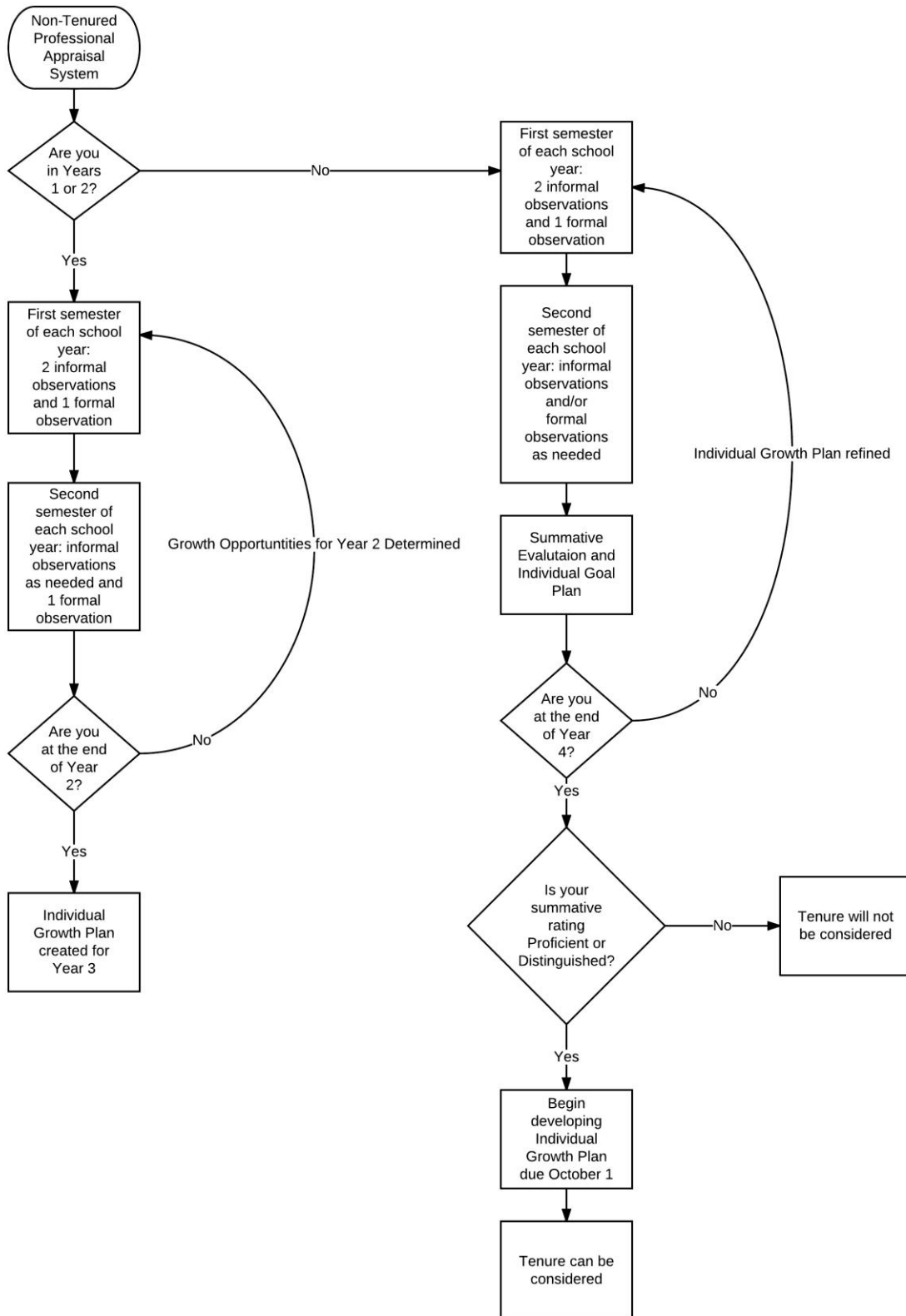
Levels of performance are included in this plan to support teacher self-reflection, inform and structure professional conversations between Teachers and Evaluators, and suggest areas for further learning. These levels contribute to a teacher’s summative rating system.

UNSATISFACTORY	Professional practice at the unsatisfactory level shows little or no evidence of understanding concepts of the <i>Framework for Teaching</i> and the <i>Illinois State Standards Incorporating the Common Core</i> and district curriculum. Practices remain ineffective and inefficient after intervention and support have been implemented.
NEEDS IMPROVEMENT	Professional practice at the needs improvement level shows evidence of knowledge and skills required to practice as described in the <i>Framework for Teaching</i> and the <i>Illinois State Standards Incorporating the Common Core</i> and district curriculum, but performance is inconsistent over a period of time. This level may be considered minimally competent for teachers early in their careers. This level requires specific support in non-tenured and tenured years.
PROFICIENT	Professional practice at the proficient level demonstrates clear knowledge of instruction, consistent and reflective teaching preparation, and effective use of a broad repertoire of strategies and activities as described in the <i>Framework for Teaching</i> and aligned with <i>Illinois Standards Incorporating the Common Core</i> and district curriculum. Practice at this level demonstrates thorough knowledge of content, students, and resources. Proficient Teachers share collaboratively with colleagues in support of student learning.
DISTINGUISHED	Professional practice at the distinguished level demonstrates evidence of high expertise beyond the proficient level throughout the components and elements of the <i>Framework for Teaching</i> and the <i>Illinois Standards Incorporating the Common Core</i> and district curriculum. Teachers at this level are distinguished by exceptional commitment to flexible, differentiated, and responsive instructional practice, as evidenced by students’ engagement and contribution to their learning. Distinguished Teachers provide leadership in the school and district.

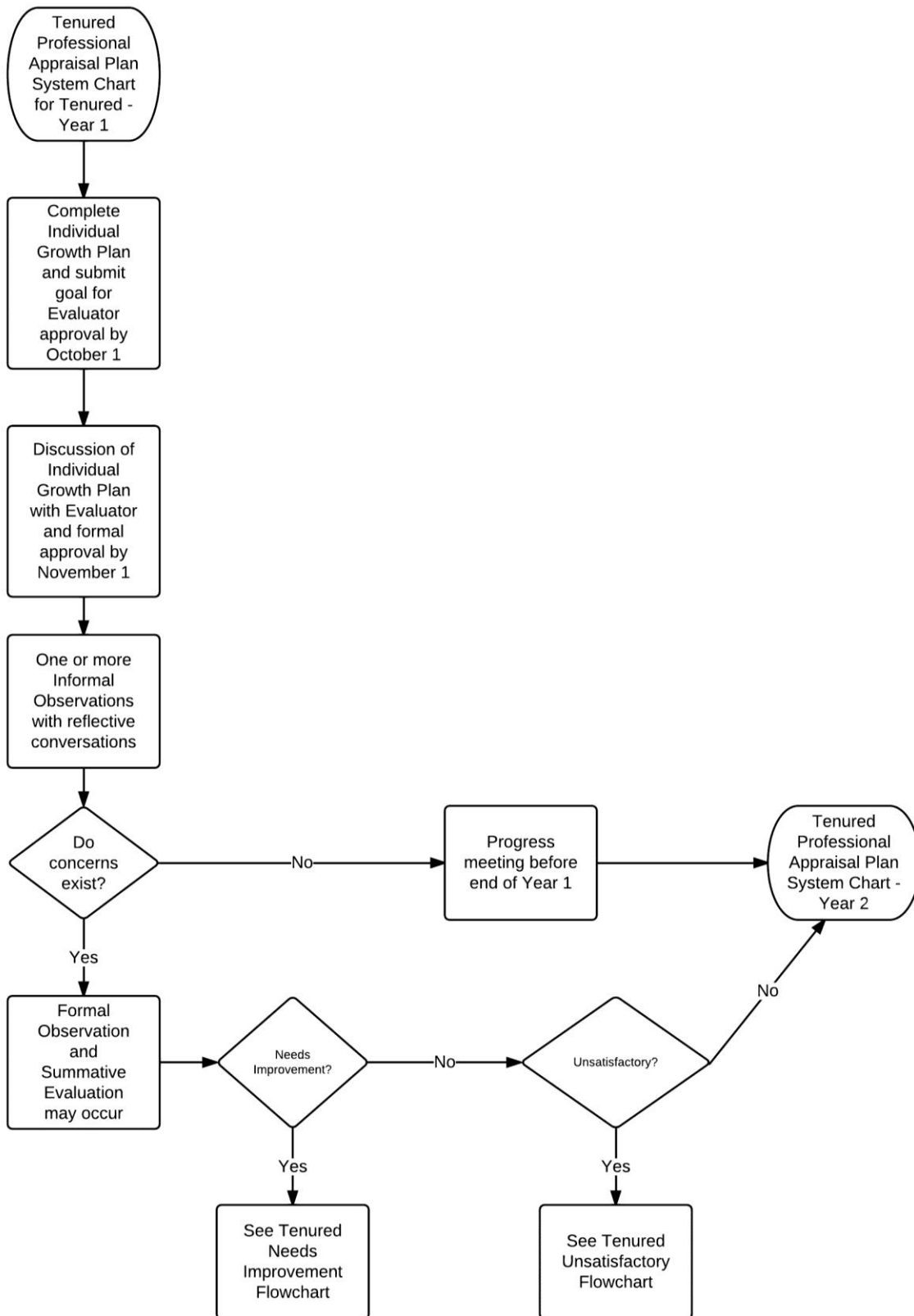
Bloomington Public School District 87 Professional Appraisal Plan Phase-In Process

2010-2011	2011-2012	2012-2013	2013-2014
<p>-Committee meetings over the course of the year with Consortium for Educational Change consultants, Evaluator representatives, and Teacher representatives</p> <p>-Updates on process via e-mail and BEA RA meetings</p> <p>-Summer 2011 meetings to finalize Phase-In Process</p>	<ul style="list-style-type: none"> - Review completed plan with Consortium for Educational Change consultant - Overview for Superintendent and Assistant Superintendents -Topics for faculty meetings presented to Evaluators -Evaluator training -Online form process begins -School board overview -Staff overview of Appraisal Plan -Appraisal Plan posted on D87 website -Appraisal Plan agenda item in monthly faculty meetings BEA RA monthly agenda item -Spring 2012 In-District Class -Specialists develop Framework for Specialists -Summer workshops -Feedback discussed and acted upon by committee throughout deployment -Contractual language review to reflect Appraisal Plan per Letter of Understanding 	<ul style="list-style-type: none"> -Teachers (tenured and non-tenured) on-cycle with new process -Professional development for new teachers to district -Feedback discussed and acted upon by committee throughout deployment 	<ul style="list-style-type: none"> -All teachers on Appraisal Plan cycle -Professional development for new teachers to district -Feedback discussed and acted upon by committee throughout deployment

Bloomington Public School District 87 Professional Appraisal System Non-Tenured Flowchart

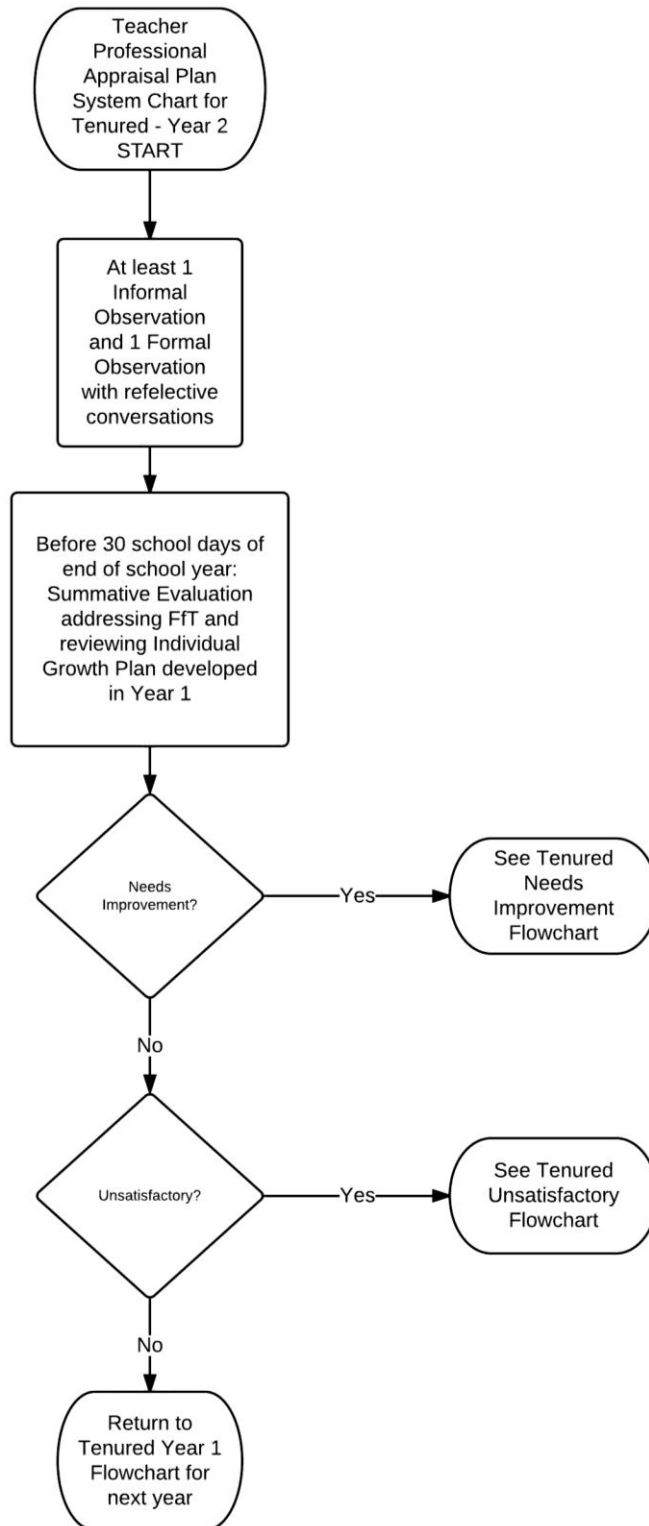


Bloomington Public School District 87 Professional Appraisal System Tenured Flow Chart – Year 1



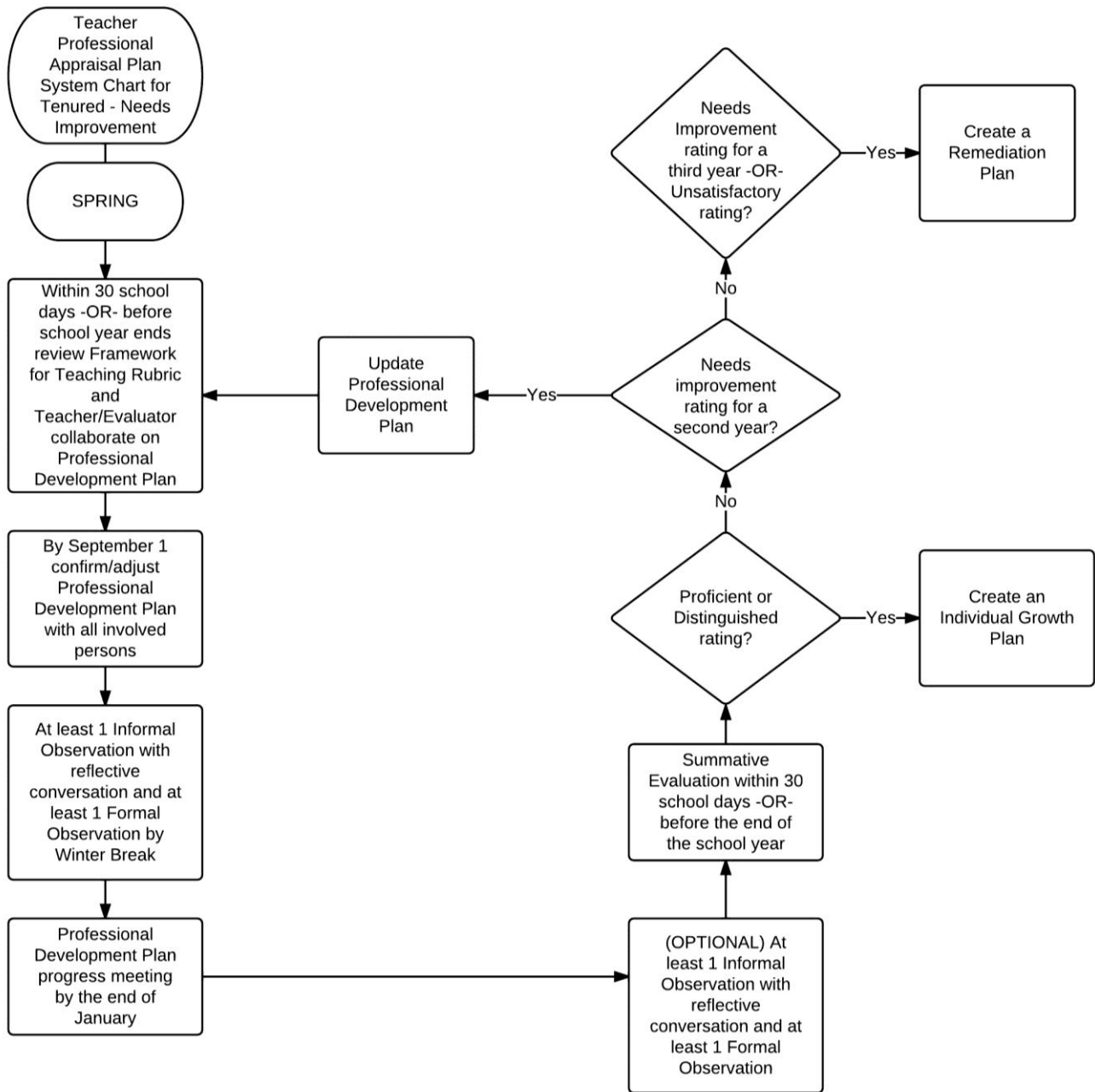
Bloomington Public School District 87 Professional Appraisal System

Tenured Flow Chart – Year 2



Bloomington Public School District 87 Professional Appraisal System

Tenured Needs Improvement Flowchart



Bloomington Public School District 87 Professional Appraisal System Tenured Unsatisfactory Flowchart

