

*evidence*

*reflection*

*conversation*

*professional growth*



# Professional Appraisal Plan

An Introduction

Fall 2011

# Who?

## Teachers:

- ◊ Rich Baldwin, BHS
- ◊ Rhoby Hamblin, BJHS
- ◊ Sonja Huddleston, Sheridan Elementary
- ◊ Terri Matlock, Bent Elementary
- ◊ Stacey McGraw, Washington Elementary
- ◊ Josh Oberts, Oakland Elementary
- ◊ JoLynn Plato, Irving Elementary
- ◊ Julie Riley, BJHS
- ◊ Linda Schmelzer, Stevenson Elementary
- ◊ Lisa Thetard, BHS

# Who?

## Administrators:

- ◊ Dr. Barry Reilly, Superintendent
- ◊ Dr. Herschel Hannah, Assistant Superintendent of Human Resources
- ◊ Danel Behrends-Harr, Principal, Sarah Raymond
- ◊ Cindy Helmers, Assistant Superintendent of Curriculum and Instruction
- ◊ Tim Moore, Principal, BHS
- ◊ Dr. Mary Kay Scharf, Principal, Oakland
- ◊ Sherri Thomas, Associate Principal, BJHS

# Who?



Pam Rosa and Mary Ahillen

# Why?

- Letter of Understanding between Board of Education and BEA after 2008-09 agreement began process for needed change in the current evaluation system (p. 1)
- Change in state law (see New Evaluation Law in handout packet, p. 2)

# Why?

p. 3

## Priorities of the Appraisal Plan

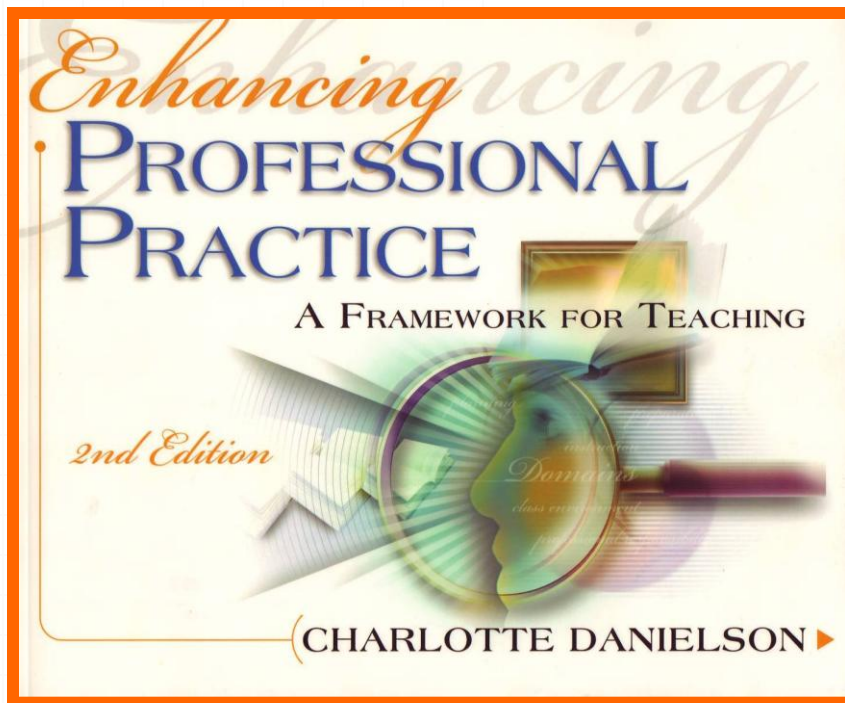
**Beliefs** for what  
Bloomington 87  
Process must support

**Aligned  
Commitments**  
regarding what  
Bloomington 87 must  
be willing to commit to

# What?

Because teaching is complex, it is helpful to have a road map through the territory, structured around a shared understanding of teaching.

Charlotte Danielson



The State of Illinois is adopting a 4-tiered appraisal system based on the Danielson framework. The committee was working on adopting this framework when this was announced.

# What?

p. 4

## Domain 1: Planning and Preparation

- a. Demonstrating knowledge of content and pedagogy
- b. Demonstrating knowledge of students
- c. Setting instructional outcomes
- d. Demonstrating knowledge of resources
- e. Designing coherent instruction
- f. Designing student assessments

## Domain 2: The Classroom Environment

- a. Establishing an environment of respect and rapport
- b. Establishing a culture for learning
- c. Managing classroom procedures
- d. Managing student behavior
- e. Organizing physical space

## Domain 4: Professional Responsibility

- a. Reflecting on teaching practice
- b. Maintaining accurate records
- c. Communicating with families
- d. Participating in a professional community
- e. Growing and developing professionally
- f. Demonstrating professionalism

## Domain 3: Instruction

- a. Connecting with students
- b. Using instructional techniques
- c. Engaging students in learning
- d. Using assessment in instruction
- e. Demonstrating flexibility and responsiveness

PLAN

APPLY

TEACH

REFLECT

# Performance Levels

p. 6

Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
Unsafe Lack of Unaware Harmful Unclear Poor Unsuitable <b>None</b>			

# Performance Levels

p. 6

Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
Unsafe Lack of Unaware Harmful Unclear Poor Unsuitable <b>None</b>	Partial Generally Inconsistently Attempts Awareness Moderate Minimal <b>Some</b>		

*Levels of cognition and constructivist learning increase*

# Performance Levels

p. 6

Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
Unsafe Lack of Unaware Harmful Unclear Poor Unsuitable <b>None</b>	Partial Generally Inconsistently Attempts Awareness Moderate Minimal <b>Some</b>	Consistent Frequent Successful Appropriate Clear Positive Smooth <b>Most</b>	

*Levels of cognition and constructivist learning increase*

# Performance Levels

p. 6

Teacher-directed learning

Student-directed learning

Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
Unsafe Lack of Unaware Harmful Unclear Poor Unsuitable None	Partial Generally Inconsistently Attempts Awareness Moderate Minimal Some	Consistent Frequent Successful Appropriate Clear Positive Smooth Most	Seamless Solid Subtle Skillful Preventative Leadership <b>STUDENTS</b> "Nearly" Always

*Levels of cognition and constructivist learning increase* 

# When?

- Refer to the Phase-In Process handout in packet (p. 7)

# What Does This Mean For Me?

- o Find yourself on the flow charts (p. 8-12) to see what the process will look like for your specific level of experience
- o Look over the Framework for Teaching At-A-Glance (p. 4) to prepare for areas that will be appraised
- o Ponder the entire document (will be online)
- o Prepare for a paradigm shift
  - o Conversations about instruction
  - o Evidence gathering
  - o Two-way communication
  - o More than a “dog-and-pony show” on one day
- o Ask questions and offer input