Bloomington Public School District 87

Evaluation Plan

Professional Practice and Student Growth Guidance

Updated 2020-2021

by Joint Committee

September 28, 2020:

Dear Colleagues,

For the last several months, the Joint Committee has been working on updating our D87 Professional Practice and Student Growth Guidance document to reflect this unprecedented time of teaching and learning in our district.

Using the ISBE guidance document the Joint Committee members have updated this document for the 2020-21 school year to reflect our current reality. Staff should go to Performance Matters on www.district87.org/symbaloo.com to see their evaluation information.

You will find the following changes in our guidance document:

1. **All Non Tenure staff will be evaluated following the D87 protocols.**
    a. Minimum of 1 informal and 1 formal observation. Formal observation would have pre-conference; observation; post-conference.
    b. If a teacher or administrator requests a second observation, this will be granted.
    c. Staff will be observed in remote learning environments and/or in person learning.
    d. Summative rating for non-tenured staff will be completed.
2. **Tenured staff will:**
    a. Roll over summative evaluation rating from the previous rating. If a tenure teacher has a summative rating of needs improvement, they will have an evaluation.
    b. If a tenure teacher wants to have an evaluation, they can request this in writing and by stating the purpose of the evaluation from their building administrator by November 1.
3. **Student Growth will be considered a Proficient for all**.
    a. No SLO's required.
    b. No district wide assessment.

If you have any questions, please contact any member of the Joint Committee:

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Rubrics can be found here. (https://www.district87.org/domain/241)

Section 1: District 87 Evaluation Process Beliefs and Commitments

This document was developed based on:

Beliefs	Aligned Commitments
District 87 believes that the teacher evaluation process must support:	*In order to embed these teacher evaluation process beliefs into ongoing professional practice and student growth, District 87 commits to:*
Clearly defined, consistent procedures for accurately and reliably documenting performance based on multiple sources of evidence across educational settings. The evaluation process should be fluid, transparent, and continuous.	- 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.
A commitment to continuous improvement and growth by all 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.	- 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.
A culture that fosters a collaborative relationship between evaluator and teacher, resulting in professional dialogue that encourages reflective practice by all.	- provide ongoing training for teachers and evaluators. - focus on collaboration, data analysis, 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.
A common criterion that is based on a framework with consistent language that clarifies job expectations, defines effective teaching practices, and honors input from all staff.	- create and implement professional development documentation that defines common language, effective teaching practices, and job expectations. - revisit, revise, and adapt the evaluation process annually based upon input from all stakeholders.

Standardization of ongoing professional learning opportunities that ensures all stakeholders share a common understanding of performance expectations across domains and have the resources necessary to implement the professional evaluation process with integrity to provide consistency and quality assurance.	- 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.

Section 2: Introduction and Overview of Danielson Framework

Introduction

The Bloomington Public School District 87 Professional Evaluation Plan assesses teacher performance based on the four domains of teaching skills found in *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, by Charlotte Danielson.

In accordance with state requirements, student growth will represent part of a teacher's summative evaluation rating. The other portion of the evaluation comes from the professional practice rating. Student growth ratings will be combined with the professional practice ratings to arrive at a summative evaluation rating. At the end of the evaluation cycle, teachers will receive a summative evaluation rating of one of the following ratings: *Distinguished*, *Proficient*, *Needs Improvement,* or *Unsatisfactory*.

Danielson Framework

Enhancing Professional Practice: A Framework for Teaching, 2nd Edition, by Charlotte Danielson is the basis for the Bloomington Public School District 87 Professional Evaluation Plan. The Framework for Teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework is an invaluable tool to be used as the foundation for professional conversations among educators as they seek to enhance their skill in the complex task of teaching. The framework for teaching is based on the Praxis III: Classroom Performance Assessment criteria developed by the Educational Testing
Service, the National Board for Professional Teaching Standards (NBPTS), and is compatible with Interstate New Teacher Assessments and Supports Consortium (INTASC) standards.

The Framework will anchor District 87's recruitment and hiring, mentoring, coaching, professional development, and teacher evaluation processes. The goal is to link all of these activities together to help teachers and evaluators become more thoughtful practitioners. The actions teachers can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Four levels of performance in each component clarify our understanding of teaching.

Section 3: Professional Practice Levels of Performance

Summative Rating Definitions

Levels of performance are included in this plan to support certified staff self-reflection, to inform and to structure professional conversations between certified staff and evaluators, and to suggest areas for further learning. These levels contribute to a certified staff's summative rating described in Section 4.

DISTINGUISHED	Professional practice at the distinguished level demonstrates evidence of high expertise beyond the proficient level throughout the components and elements of the *Framework for Teaching* and the *Illinois Standards Incorporating the Common Core* 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.
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 *Framework for Teaching* and aligned with *Illinois Standards Incorporating the Common Core* 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.
NEEDS IMPROVEMENT	Professional practice at the needs improvement level shows evidence of knowledge and skills required to practice as described in the *Framework for Teaching* and *the Illinois State Standards Incorporating the Common Core* 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.
UNSATISFACTORY	Professional practice at the unsatisfactory level shows little or no evidence of understanding concepts of the *Framework for Teaching* and the *Illinois State Standards Incorporating the Common Core* and district curriculum. Practices remain ineffective and inefficient after intervention and support have been implemented.

Section 4: Evaluation Summative Rating System

For the 2020-2021 school year, the previous summative rating will roll over from 2019-20 Tenure teachers may request a new evaluation by their administrator. This request must be put in writing by November 1, 2020. A summative rating of Needs Improvement requires a new evaluation.

Professional Practice Domain Ratings

- **Distinguished** - *Distinguished* ratings in the majority of the components of the domain, with the remaining components rated no lower than *Proficient.*
- **Proficient** – Components rated at *Proficient* or higher with no more than one component rated *Needs Improvement.*
- **Needs Improvement** – Components rated as *Proficient* or higher with more than one component rated *Needs Improvement.*
- **Unsatisfactory** - Any component rated as *Unsatisfactory*.

Professional Practice Overall Ratings

- **Distinguished** - *Distinguished* rating in the majority of the domains, with the remaining domains rated as *Proficient.* At least one *Distinguished* rating must be in Domain 2 or 3. Based on Domain Rating definition for *Distinguished*, all component ratings must be *Proficient* or higher.
- **Proficient** – Domains rated at *Proficient* or higher with no more than one domain rated *Needs Improvement.*
- **Needs Improvement** – Domains rated as *Proficient* or higher with more than one domain rated *Needs Improvement*.
- **Unsatisfactory** - Any domain rated *Unsatisfactory*.

Student Growth Rating

> **For the 2020-2021 school year**, the Student Growth rating will be considered a Proficient for all. No SLOs required. No district wide data will be used for Type 1.

State legislation mandates that student growth be included as part of the teacher evaluation process. The joint committee determined that student growth would be determined by a Student Learner Outcome (SLO). Teachers will answer questions about the SLO in _Performance Matters_. Teachers will complete the steps of their SLO and schedule a meeting with their administrator to discuss their student growth results.

Summative Evaluation Rating

The Summative Evaluation Rating is outlined below:

		Teacher Professional Practice			
Student Growth	SLO and Type 1 Completed	Unsatisfactory	Needs Improvement	Proficient	Distinguished
	Did not complete SLO and/or Type 1	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

~~**Failure to complete the Student Growth component (SLO) will result in an _Unsatisfactory_ summative rating. **~~ **(Strikethrough for 2020-21 school year)**

Non-Tenured Teacher Contract Renewal - Each non-tenured teacher will receive a final Summative Rating. It is understood that non-tenured staff in Years 1 and 2 may receive a final Summative Rating of _Needs Improvement_ as they are emerging towards proficiency. After receiving mentoring and coaching support during Years 1 and 2, non-tenured staff in Years 3 and 4 are expected to maintain a final Summative Rating of _Proficient_ or higher.

Tenured Staff are expected to maintain an overall Summative Rating of _Proficient_ or higher. If a Tenured Teacher receives an overall Summative Rating of _Needs Improvement_, a Professional Development Plan (PDP) will be developed.
An overall Summative Rating of _Unsatisfactory w_ill result in the development of a Remediation Plan in accordance with the law.

Section 5: Evaluation Timeline for Tenured Certified Staff
Proficient and Distinguished

Time of Year	Year 1 – Student Growth (SLO)	Year 2 – Professional Practice
August	- Receive evaluation outline from administrator ~~Review SLO requirements~~	
September	~~One or more Informal observation(s) to occur this school year~~	
October November December January	Process: ~~Teacher determines how they will measure student growth using the SLO. (See template)~~ ~~Teacher enters plan in *Performance Matters.*~~ ~~Teacher completes SLO, including assessments and reflections.~~ ~~Teacher enters assessment results in *Performance Matters.*~~ ~~Deadlines:~~ 1. ~~SLO must be completed by the end of Year 1.~~ 2. ~~Meeting can be completed in Year 2.~~	Process: 1. Submit answers to pre-observation conference questions three school days prior to scheduled meeting 2. Participate in pre-observation conference 3. Formal observation 4. Answers to reflection questions submitted three school days after formal observation 5. Tentative professional practice ratings submitted to teacher one day prior to post-observation conference 6. Participate in post-observation conference
March		Deadlines: 1. Initial pre-observation conference will be scheduled at least ten school days prior to meeting 2. ~~If needed, schedule a conference to discuss previous year's student growth by September 15~~ 3. Summative conference completed by March 1
April		
May/June		

Section 6: Evaluation Timeline for Tenured Certified Staff
Needs Improvement

Time of Year	Student Growth and Professional Practice
August	
September	• ~~Fall MAP ELA Administered~~ • Confirm implementation of Professional Development Plan: Adjust Professional Development Plan as needed
October November December	• Pre-observation conference dates determined by October 1 • ~~By October 15 – Submit SLO for evaluator to review~~ • ~~Update SLO after pre-assessment~~ • ~~Modify SLO at midpoint~~ • ~~Schedule midpoint conference~~ • Submit answers to pre-observation conference questions three school days prior to scheduled meeting • Participate in pre-observation conference • Formal observation(s) • Answers to reflection questions submitted three school days after formal observation • Participate in post-observation conference • One or more Informal observation(s) • ~~Administer MAP ELA (during testing window)~~
January February	• PDP Progress Meeting completed by the end of January to discuss areas of strength and needed improvement; identify additional support if needed and preview remainder of school year • ~~Administer post-assessment~~ • ~~Submit scores/data one week prior to Summative Conference~~ • Submit answers to pre-observation conference questions three school days prior to scheduled meeting • Participate in pre-observation conference • Formal observation(s) • Answers to reflection questions submitted three school days after formal observation • Participate in post-observation conference • One or more Informal observation(s)
March	• Summative Conference completed by March 1

April	Thirty school days before the end of the school year
	Tenured Certified Next Steps:
May/June	● Overall rating of *Proficient* or *Distinguished* – Prepare for two-year cycle
	● Second consecutive year of Overall Summative rating of *Needs Improvement* – Update Professional Development Plan
	● Third consecutive year of Overall Summative Rating of *Needs Improvement* - Remediation Plan
	● Overall Rating of *Unsatisfactory* – Remediation Plan

Section 7: Evaluation Timeline for Tenured Certified Staff Unsatisfactory

EVALUATION TIMELINE FOR TENURED – UNSATISFACTORY	
In accordance with Chapter 105s 5/24A-5, of the Illinois School Code	
TIME OF YEAR	**PROCESS**
Within thirty school days of Teacher receiving an Overall Rating of *Unsatisfactory*	Review Teacher's Framework for Teaching Formative/Summative Conference Form to confirm the area of *Unsatisfactory* teaching practice Develop a Remediation Plan with teacher to address deficiencies cited, provided that the deficiencies are remediable Evaluator assigns a consulting teacher to support Remediation Plan
At the beginning of the ninety school days Remediation Plan	Confirm implementation of Remediation Plan between teacher/specialist, evaluator, and consulting teacher
Before the midpoint of the Remediation Plan	One or more informal observations and reflective conversations One or more formal observations
At forty-five days of the Remediation Plan	Summative Evaluation is conducted and reviewed with the teacher
After the midpoint of the Remediation Plan	One or more informal observations and reflective conversations One or more formal observations
At the conclusion of the ninety school days Remediation Plan	Summative Evaluation Conference Tenured Certified Next Steps: ● Overall Rating of *Proficient* or *Distinguished* – Prepare for two year cycle ● Overall Rating of *Needs Improvement* or *Unsatisfactory*–Recommendation for Dismissal (Section 24-12)

Section 8: Evaluation Timeline for Non-Tenured Certified Staff Years One Through Four

Time of Year	Student Growth and Professional Practice
August	
September - February	Process: Student Growth (SLO) • ~~Teacher determines how they will measure student growth using the SLO. (See template)~~ • ~~Teacher completes SLO and uploads to *Performance Matters*~~ • ~~Teacher completes SLO, including pre- and post- assessments and reflections~~ • ~~Teacher enters assessment results in *Performance Matters*~~ • ~~Teacher schedules a meeting with evaluator to discuss completed SLO~~ Formal Observation • Initial pre-observation conference will be scheduled at least ten school days prior to the meeting. Teacher and evaluator may agree to an earlier date/time • Teacher submit answers to pre-observation conference questions three school days prior to scheduled meeting • Participate in pre-observation conference • Formal observation • Answers to reflection questions submitted three school days after formal observation • Participate in post-observation conference; administrator will provide tentative ratings one school day prior to second Post-conference One or more Informal observation(s) • Any time during cycle
March	• Post-observation conference/Summative Conference completed by March 1
April	
May/June	

For the 2020-2021 school year, non-tenure teachers will be evaluated following the D87 protocols:

> Minimum of 1 informal and 1 formal observation. Formal observation would have pre-conference, observation, post-conference.
> If a teacher or administrator requests a second observation, this will be granted.
> Teachers will be observed in remote learning environments and/or in-person learning.
> Summative rating for non-tenure staff will be completed.

Section 9: Example SLO Template that will be in *Performance Matters*

<mark>*For 2020-21, this does not need to be completed*</mark>

General Information

Academic Year	
Educator Name	
Course/Subject	
Grade Level(s)	
Interval of Instruction	

Element 1: Learning Goal

☐ Describe the learning goal.	
☐ Identify the content standards associated with the learning goal. *Include the text of the content standards.*	
☐ Describe the student population.	
☐ Summarize the instructional strategies used to teach the learning goal.	

Discussion Questions
- What "big idea" is supported by the learning goal?
- How does the learning goal support students' development of critical thinking, problem solving, and analytical skills?

☐ Describe the assessment and evaluation procedures that measure students' understanding of the learning goal.	
☐ Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	

Element 2: Assessment

Discussion Questions
- How often will you collect data to monitor student progress toward this learning goal?

- How will you use this assessment information to monitor student progress and inform your instruction?

Element 3: Growth Targets

☐ Identify students' baseline data.	
☐ Using students' baseline data identify appropriate growth targets for your student population.	

Discussion Questions
- Explain how the growth targets demonstrate ambitious, yet realistic targets, for all students described in the student population.

Element 4: Outcome

☐ Document the number or percentage of students who achieved their identified growth targets.	

Required for Evaluator

☐ Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating.	

Adapted from: http://www.isbe.net/assessment/htmls/balanced-asmt.htm

Completed:

Not completed:

For the 2020-2021 school year, the Student Growth rating will be considered a Proficient for all. No SLOs required. No district wide data will be used for Type 1.

Section 10: Pre-Observation Conference Form

Domain 1 *Planning and Preparation*	Domain 2 *Classroom Environment*	Domain 3 *Instruction*	Domain 4 *Professional Responsibilities*
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d - Designing Coherent Instruction 1e - Designing Student Assessments	2a - Creating an Environment of Respect and Rapport 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures and Physical Space 2d - Managing Student Behavior	3a - Communicating with Students 3b - Engaging Students in Learning 3c - Using Assessment in Instruction 3d - Demonstrating Flexibility and Responsiveness	4a - Maintaining Accurate Records 4b - Communicating with Families 4c - Participating in a Professional Community 4d - Growing and Developing Professionally 4e - Showing Professionalism

Questions for discussion between teacher and evaluator:

1. How do you coordinate knowledge of content, students and resources to organize the overall structure, pacing and materials within lessons to engage students in the learning process? (1d, 3b)
2. The learning environment is key to helping students be successful learners. How do you organize the classroom to promote a respectful learning environment? How do your classroom procedures and the physical arrangement of the classroom help students to be successful in your classroom? How have you changed your organizational procedures/arrangement based on previous feedback? (2a, 2c, 2d)
3. How do you adjust your teaching in response to questions, discussion, and activities? (3d)
4. Beyond what we have already discussed, what else would you like to share with me about the lesson that I will be observing?

Post-Observation Conference Reflection

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

   a. Describe the key components of your lesson that helped or hindered your students' overall engagement (e.g. communication, discussion, questions, student grouping, materials/resources, pacing, instructional flexibility, etc. (Domain 3: Instruction)

   b. What evidence do you have that the student learning targets were met? (Domain 3: Instruction)

2. Comment on your classroom procedures, student engagement, and your use of physical space. To what extent did these contribute to student learning?

3. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

4. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

5. What did you learn from this lesson that will help you with your teaching in the future? What do you hope to be able to share with your colleagues after this teaching lesson?

Note: The evaluator retains the right to reschedule the post-observation conference if the teacher has not engaged in reflection prior to this conference.