



MEMORANDUM

To: Troy 30-C Board of Education
From: Paul Schrik, Director of Human Resources
Kristin Johnson, Assessment Coordinator
Date: April 6, 2016
Re: Teacher Appraisal Process Revisions (Second Reading)

The Performance Evaluation Reform Act (PERA) was passed in Illinois and signed into law in January 2010. Among other things, it required that performance evaluations of principals/assistant principals and teachers must include data and indicators of student growth as a significant factor. In addition, PERA required that principals/assistant principals and teachers in contractual continued service be evaluated using a four rating system (Excellent, Proficient, Needs Improvement, and Unsatisfactory).

As part of the requirement by the State of Illinois to have the PERA fully implemented by September 2016, both the Troy TAP (Teacher Appraisal Process) Committee and the Troy PERA Joint Committee met throughout the 2014-15 and 2015-16 school years to make necessary revisions to the Troy Teacher Appraisal System. The Troy Teacher Appraisal System is the guiding document used to evaluate teachers in the Troy School District.

Both the Troy TAP Committee and PERA Joint Committee members are listed below:

Members of the Teacher Appraisal Committee:

Brooke Allen, Kathy Barker, Nicole Barr, Colleen Connolly, Kristin Copes, Heather Elkins, Anne Gmazel, Tyler Hammond, Kristin Johnson, Ruth Juhant, Dr. Todd Koehl, Jill Masheimer, Laura McKee, Christine Moran, Matt Oldenburg, Paul Schrik, Kendra Schutt, Tyler Slowinski, Christine Thoele, Lisa Vitas, Sarah Wells, and Jenna Woodland.

Members of the PERA Joint Committee:

Kathy Barker, Heather Elkins, Kristin Johnson, Ruth Juhant, Dr. Todd Koehl, Christine Moran, Paul Schrik, Lisa Vitas, Sarah Wells, and Jenna Woodland

Ultimately, proposed changes to the Troy Teacher Appraisal Plan are being presented to the Troy Board of Education for review and approval.

The following table represents recommendations for the updated TAP document.

Current Language TAP Document	Proposed Language 2016-17 TAP Document	Reason for Proposal
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Section 2: Introduction and Overview of Danielson Framework		
Current Language TAP Document	Proposed Language 2016-17 TAP Document	Reason for Proposal
<p>The Troy 30-C Teacher Appraisal System currently focuses on evidence collected from the 2013 Framework for Teaching Evaluation Instrument by Charlotte Danielson. The actions teachers can take to improve student learning are clearly identified in 22 components and 76 descriptive elements and fall under four domains:</p> <ol style="list-style-type: none"> 1. Planning and Preparation 2. Classroom Environment 3. Instruction 4. Professional Responsibilities <p>There are four levels of performance for each component:</p> <ol style="list-style-type: none"> 1. Unsatisfactory 2. Needs Improvement 3. Proficient 4. Excellent <p>The Teacher Appraisal Committee recognizes the role student growth and teacher value added can play in the appraisal process, and reviewed recent legislation enacted in the State of Illinois calling for student growth to be included in teacher evaluation by 2016.</p> <p>During the 2013-2014 school year, the Teacher Appraisal Committee will examine the state requirements of student growth. The intention is to create a pilot student growth component to be integrated into the Teacher Appraisal System for the 2014-15 non-tenured staff. The committee will evaluate the effectiveness of the added student growth component prior to full implementation for all staff in 2015-2016.</p> <p>Troy's Appraisal System is the foundation for professional conversations among educators as they enhance their teaching skills and become more thoughtful practitioners. The framework will integrate Troy's recruiting, hiring, mentoring, coaching, professional development, and teacher appraisal processes.</p>	<p>The <i>Troy 30-C Teacher Appraisal System</i> currently focuses on professional practice evidence collected from the 2013 Framework for Teaching Evaluation Instrument by Charlotte Danielson and student growth collected from Type I, II and III Assessments. The actions teachers can take to improve student learning are clearly identified in 22 components and 76 descriptive elements and fall under four domains</p> <ol style="list-style-type: none"> 1. Planning and Preparation 2. Classroom Environment 3. Instruction 4. Professional Responsibilities <p>There are four levels of performance for each component [IL Admin Code 23:50.100c(2)]:</p> <ol style="list-style-type: none"> 1. Unsatisfactory 2. Needs Improvement 3. Proficient 4. Excellent <p>The Teacher Appraisal Committee recognizes the role student growth and teacher value added can play in the appraisal process, and reviewed recent legislation enacted in the State of Illinois calling for student growth to be included in teacher evaluation by September 1, 2016 [105ILCS 5/24A-2.5(4)].</p> <p>During the 2013-2014 school year, the Teacher Appraisal Committee examined the state requirements of student growth.. During the 2014-2015 school year the PERA Joint Committee met informally to discuss options for including student growth into the teacher evaluation process and develop a student growth component to be added to the teacher evaluation instrument. A pilot of the student growth component is to occur during the 2015-2016 school year [105 ILCS 5/25A-4(b)].</p> <p>Troy's Appraisal System is the foundation for professional conversations among educators as they enhance their teaching skills and become more thoughtful practitioners. The framework will integrate Troy's recruiting, hiring, mentoring, coaching, professional development, and teacher appraisal processes. The teacher evaluation plan shall consider the teacher's attendance and his or her competency in the subject matter taught, as well as specify the teacher's strengths and weaknesses and the reasons for identifying the areas as such [IL Admin Code 23:50.120(b)].</p>	<p>Updates reflects legislative requirements</p>

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Section 4: Appraisal System Definitions

No language exists to define these proposed terms.	<p>Proposed Language:</p> <p><u>Annual Self-Reflection and Growth Plan</u> - A plan jointly developed by the evaluator, mentor (non-tenured only) and teacher, which results in the continuous improvement of student learning. The evaluator and mentor shall be available to provide assistance to the teacher in the development of next steps, but the responsibility for developing the steps shall rest with the teacher. In the unlikely event that the evaluator and the teacher do not reach mutual agreement, the evaluator shall be responsible for establishing the next steps.</p> <p><u>Best Practices</u> – Research based methods that are effective in improving student achievement</p> <p>Eliminate Individual Growth Plan definition to account for elimination of Individual Growth Plan.</p> <p><u>Student Growth Data</u> – A measurement model that employs multiple data points from at least two types of assessments. The assessments and measurement models identified shall align to the school's and district's improvement goals (IL Admin Code 23:50.110(a-b)).</p>	Update reflects legislative requirement and proposed change in practice
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Section 6(b): Standards of Student Growth

No language exists that defines the Standards of Student Growth.	<p>Proposed Language:</p> <p>A measurement model that employs multiple data points from at least two types of assessments. The assessments and measurement models identified shall align to the school's and district's improvement goals (IL Admin Code 23:50.110(a-b)).</p> <p>Under this evaluation plan the student growth component will include one Type I or Type II Assessment and one Type III Assessment. Each teacher's evaluation will include data collected from identified assessments and will reflect school-wide student growth.</p>	Update reflects legislative requirement
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Section 7: Appraisal Rating System

Language does not exist that defines Professional Practice and Student Growth.	<p>Proposed Language:</p> <p><u>Professional Practice</u> Ratings in Troy 30-C Professional Appraisal System</p> <ul style="list-style-type: none"> • Excellent - Excellent rating in Domain Three and at least one other domain with an Excellent rating. The remaining domains must be rated as proficient. • Proficient – Three domains rated Proficient and one Excellent OR Two or three domains rated Excellent (not including Domain three) and the rest Proficient OR Four domains rated Proficient. 	Update reflects change in practice
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Current Language TAP Document	Proposed Language 2016-17 TAP Document	Reason for Proposal
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	<ul style="list-style-type: none"> • Needs Improvement – <u>Any</u> domain rated <i>Needs Improvement</i>. • Unsatisfactory - <u>Any</u> domain rated <i>Unsatisfactory</i>. <p>Student Growth Ratings in Troy 30-C Professional Appraisal System</p> <ul style="list-style-type: none"> • Excellent – Higher than expected growth • Proficient – Expected growth • Needs Improvement – Lower than expected growth • Unsatisfactory – Unsatisfactory growth 	
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Section 7: Appraisal Rating System

<p>Current Language:</p> <p>Overall Ratings in Troy 30-C Professional Appraisal System</p> <ul style="list-style-type: none"> • Excellent - Excellent rating in at least two or more of the domains, with the remaining domains rated as Proficient. • Proficient – Three Proficient and one Excellent or four domains rated Proficient. • Needs Improvement – Any domain rated Needs Improvement. • Unsatisfactory - Any domain rated Unsatisfactory. 	<p>Proposed Language:</p> <p><u>Overall Ratings</u> in Troy 30-C Professional Appraisal System (see chart on top of page 17)</p> <ul style="list-style-type: none"> • Excellent – Excellent practice with excellent or proficient growth • Proficient – Excellent practice with needs improvement or unsatisfactory growth, OR Proficient practice with needs improvement, proficient or excellent growth, OR needs improvement practice with excellent growth. • Needs Improvement – Proficient practice with unsatisfactory growth, OR Needs improvement practice with unsatisfactory, needs improvement or proficient growth, OR Unsatisfactory practice with excellent or proficient growth. • Unsatisfactory – Unsatisfactory practice with unsatisfactory or needs improvement growth. 	<p>Update reflects legislative requirement</p>
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Section 7: Appraisal Rating System

Current Language: No grid exists demonstrating the combined ratings of professional practice and student growth

Proposed Language:

		Professional Practice			
		Unsatisfactory	Needs Improvement	Proficient	Excellent
Growth	Unsatisfactory	U	NI	NI	P
	Needs Improvement	U	NI	P	P
	Proficient	NI	NI	P	E
	Excellent	NI	P	P	E

Update reflects legislative requirement and proposed change in practice

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Section 7: Non-Tenure/Tenure Attainment and Expectations		
No language exists that defines Non-Tenure/Tenure Attainment and Expectations		
<p>Proposed Language:</p> <p>SECTION 7: NON-TENURE/TENURE ATTAINMENT AND EXPECTATIONS</p> <p>Non-Tenured Teacher Contract Renewal - Each non-tenured teacher will receive a final performance evaluation and a recommendation for renewal or non-renewal of his/her contract. It is understood that non-tenured teachers in years 1 and 2 may receive a final performance evaluation of Needs Improvement as they are emerging towards proficiency. After receiving mentoring and coaching supports during years 1 and 2, non-tenured teachers in years 3 and 4 are expected to maintain a final performance evaluation rating of Proficient or higher.</p> <p>Movement from Non-Tenure to Tenure - For any teacher who is first employed as a full-time teacher in a school district or program on or after the PERA implementation date, the probationary period shall be one of the following periods, based upon the teacher's school terms of service and performance, before the teacher shall enter upon contractual continued service (tenure) in the district or in all of the programs that the teacher is legally qualified to hold, unless the teacher is given written notice of dismissal by certified mail, return receipt requested, by the employing board at least 45 days before the end of any school term within such period:</p> <ul style="list-style-type: none"> (1) 4 consecutive school terms of service in which the teacher receives overall annual evaluation ratings of at least "Proficient" in the last school term and at least "Proficient" in either the second or third school term; (2) 3 consecutive school terms of service in which the teacher receives 3 overall annual evaluations of "Excellent"; or (3) 2 consecutive school terms of service in which the teacher receives 2 overall annual evaluations of "Excellent" service, but only if the teacher (i) previously attained contractual continued service in a different school district or program in this State, (ii) voluntarily departed or was honorably dismissed from that school district or program in the school term immediately prior to the teacher's first school term of service applicable to the attainment of contractual continued service under this subdivision (3), and (iii) received, in his or her 2 most recent overall annual or biennial evaluations from the prior school district or program, ratings of at least "Proficient", with both such ratings occurring after the school district's or program's PERA implementation date. For a teacher to attain contractual continued service under this subdivision (3), the teacher shall provide official copies of his or her 2 most recent overall annual or biennial evaluations from the prior school district or program to the new school district or program within 60 days from the teacher's first day of service with the new school district or program [105 ILCS 5/24 -11(d)(1-3)]. <p>Tenured Teachers are expected to maintain an overall Performance Evaluation Rating of Proficient or higher. If a Tenured Teacher receives an overall performance evaluation of Needs Improvement, a Professional Development Plan will be developed as defined in Section 13. See, Section 13 for details.</p> <p>If a Tenured Teacher exhibits evidence of Unsatisfactory practice, an overall performance evaluation may be conducted at any time during the contractual school year. An overall Performance Evaluation Rating of Unsatisfactory will result in the development of a Remediation Plan in accordance with the law. See, Section 14 for details.</p>		
Update reflects legislative requirement		
Section 14a: (FfT) The Framework for Teaching: Domains-Components-Elements		
No language exists here that breaks down the percentage of the overall performance evaluation rating.	<p>Proposed Language:</p> <p>(Constitutes 70 % of Overall Performance Evaluation Rating)</p>	Update reflects legislative requirement

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Section 14b: Assessments and methods used to calculate Student Growth

No language exists that currently addresses how Student Growth factors into the Overall Performance Evaluation Rating





Proposed language:

SECTION 14b:
Assessments and methods used to calculate Student Growth
(Constitutes 30% of Overall Performance Evaluation Rating)

- The Student Growth component is developed from the following assessment types:
 - Type I Assessment:** An assessment that (a) measures a certain group of students in the same manner with the same potential assessment items, (b) is scored by a non-district entity, and (c) is widely administered beyond Illinois.
 - Type II Assessment:** An assessment adopted or approved by the school district and used on a district-wide basis.
 - Type III Assessment:** An assessment that is (a) rigorous, (b) aligned with the course's curriculum, and (c) determined by the evaluator and teacher to measure student learning. (A Type I or Type II Assessment may qualify as a Type III if it meets the above criteria.)
- Troy 30-C has chosen the following assessments and Assessment Types to determine the Student Growth Component as part of the Teacher Appraisal Process.

Assessment Type / Name / Subject	Percentage of Overall Performance Evaluation Rating
Type I Assessment – Measures of Academic Progress (MAP) – Reading	15%
Type III Assessment – Measures of Academic Progress (MAP) – Math	15%

- School-wide Spring to Spring growth data from the previous school year will be used to determine the student growth rating.
- Troy 30-C is using a local growth model that compares the difference between a student's projected growth and actual growth.

<u>Excellent</u>		<u>Proficient</u>		<u>Needs Improvement</u>		<u>Unsatisfactory</u>	
	Higher than Expected Growth		Expected Growth		Lower than Expected Growth		Unsatisfactory Growth

Update reflects legislative requirement and change in practice

**Current Language
TAP Document**

**Proposed Language
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Reason for Proposal

Form 6: Final Performance Evaluation

Current language:

FORM 6: Final Performance Evaluation

Teacher Name: _____
Evaluator: _____

Location: _____

School Year: _____

Observation dates included in the basis of this performance evaluation:

Formal Observation Dates:	
Informal Observation Dates:	
Teacher's Attendance:	
Recommendation:	

Domain 1 – Planning and Preparation	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Domain 2 – Classroom Environment	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Domain 3 – Instruction	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Domain 4 – Professional Responsibilities	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Overall Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent

We have conducted a conversation on the rubrics. The teacher has the right to attach written comments within (10) school days of completion of this form for inclusion in their personnel file maintained in the Human Resources Department.

Teacher Signature: _____ Date: _____
Signature indicates only that the teacher has read and understands the evaluation.

Administrator Signature: _____ Date: _____

February 21, 2013

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Proposed language:

FORM 6: Final Performance Evaluation

Teacher Name: _____
Evaluator: _____

Location: _____

School Year: _____

Observation dates included in the basis of this performance evaluation:

Formal Observation Dates:	_____
Informal Observation Dates:	_____
Teacher's Attendance:	_____
Recommendation:	Based on the evidence collected and reflected in the performance evaluation, it is my recommendation that ----'s contract be renewed for the 2015-2016 school year.

Domain 1 – Planning and Preparation	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Domain 2 – Classroom Environment	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Domain 3 – Instruction	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Domain 4 – Professional Responsibilities	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Professional Practice Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Student Growth Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Overall Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent

We have conducted a conversation on the rubrics. The teacher has the right to attach written comments within (10) school days of completion of this form for inclusion in their personnel file maintained in the Human Resources Department.

Teacher Signature: _____ Date: _____
Signature indicates only that the teacher has read and understands the evaluation.

Administrator Signature: _____ Date: _____

November 30, 2015

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Update reflects legislative requirement

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Form 7: Self-Reflection and Growth Plan

Current language: (Example shows only ¼ of form.) Teachers are expected to complete all (4) domains in Form 7.

FORM 7 : Self-Reflection for Professional Growth: Domains 1-4

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas for growth within your professional practices:

Strengths	Domains/Components	Growth Opportunities
	Domain 1: Planning and Preparation 1a. Knowledge of content/ pedagogy 1b. Knowledge of students 1c. Setting instructional outcomes 1d. Knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessments	
Next Steps:		

Proposed language: (Example shows only ¼ of form.) Teachers are expected to complete all (4) domains in Form 7.

FORM 7 : SELF-REFLECTION AND GROWTH PLAN

Teacher:

Grade Level:

School:

Date:

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, use the Framework for Teaching Rubric to reflect on the strengths and areas for growth within your professional practice. Then, develop specific next steps to grow within each domain. Indicate which components are being highlighted within the strengths, growth opportunities, and next steps.

Strengths	Domains/Components	Growth Opportunities
	Domain 1: Planning and Preparation 1a. Knowledge of content/ pedagogy 1b. Knowledge of students 1c. Setting instructional outcomes 1d. Knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessments	

Domain 1 Next Steps

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Update reflects a change in practice

Current Language TAP Document	Proposed Language 2016-17 TAP Document	Reason for Proposal
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Form 8: Individual Growth Plan

Current language:

FORM 8: Troy District 30-C Teacher Appraisal System

Individual Growth Plan (IGP)

Individual Growth Plans are developed to address an identified need related to student learning and teacher skill improvement. Professional goals improve teacher practices and go beyond implementation of district curriculum or initiatives. Each section within the Individual Growth Plan (IGP) represents a critical component for developing new learning skills and supporting student learning improvement.

Directions:

Based upon the FFT Rubrics-Form 1, use Self Reflection form-Form 10, to determine and develop a SMART Goal Individual Professional Growth Plan (IGP).

Proposed language:

This form will no longer be used in favor of a more complete Form 7. All teachers will be expected to annually complete Form 7.

Form 9: Tenured Mid-Cycle Meeting Conversation Record

Current language:

Individual Growth Plan (IGP)	Year:	School:
Teacher Name:	Certified Position:	
SMART Individual Growth Goal Statement:		What Framework for Teaching Domains/ Component(s) are addressed in this IGP:
Which School and/or District Improvement Goal(s) are addressed by this IGP?		
Indicators of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?):		
Action Steps/Activities (Specific Activities that are part of your plan.)	Timelines (Timeframe for Action Steps)	Resources (Staff, Professional Development, or Materials)

Proposed language:

This form will no longer be used in favor of a more complete Form 7. All teachers will be expected to annually complete Form 7.

Current Language TAP Document	Proposed Language 2016-17 TAP Document	Reason for Proposal
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