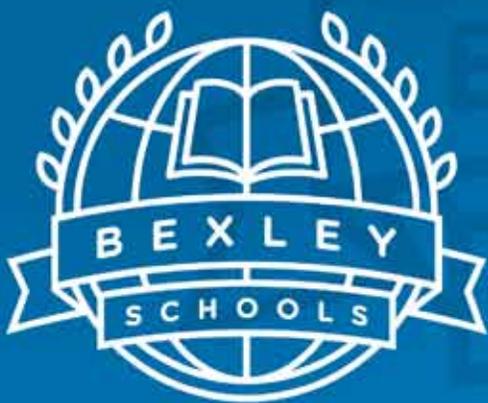


Continuous Improvement Accreditation and Appraisal Systems



Bexley City
School District

A COMMUNITY OF LEARNERS BECOMING PRODUCTIVE GLOBAL CITIZENS AND LEADERS



Continuous Improvement Accreditation and Appraisal Systems

Continuous improvement is about getting better all the time.

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Continuous Improvement

Bexley's Continuous Improvement Process

Bexley follows a continuous improvement process with the goal of getting better all the time. The process, based on the Ohio Improvement Process, includes elements of:

- . collaborative leadership
- . data informed decision-making
- . district systems accreditation
- . educator appraisal systems

Multiple collaborative structures drive the district's continuous improvement process at all levels of the organization: District, Building and Classroom.

Continuous improvement is supported by the district's accreditation by AdvancED®, internationally recognized, research-based standards for high quality in organizational structures. AdvancED® provides a structure and mechanism for ongoing external review that informs district goals and priorities in organizational improvement.

The district's appraisal system also seeks to encourage growth and collaborative inquiry and problem-solving. When accreditation and appraisal are engaged systematically, both inform continuous improvement with student learning and achievement as the end goal.

Bexley's continuous improvement process abides by these principles:

- Aligns vision, mission and strategic priorities.
- Relies on multiple data collection and interpretation.
- Includes collegial collaboration, driven by input from all levels of staff and stakeholders.
- Applies repeatedly.

- Produces focused, integrated plans that direct district budget, personnel and resources.
- Establishes expectation for substantive changes in student performance and adult practices.
- Ensures communications with those affected by the success of the district.

Bexley's continuous improvement process is an ongoing effort providing the basis for collaborative structures and processes necessary to develop, implement, monitor and evaluate. Practices of communication and engagement, decision-making, and resource management are determined by these structures and processes.

Each year the district and its school entities gather data and feedback through a variety of methods (e.g., student performance data, stakeholder meetings, surveys, public forums). This data informs the District Improvement Plan and School Improvement Plans that are developed by each school in the district.

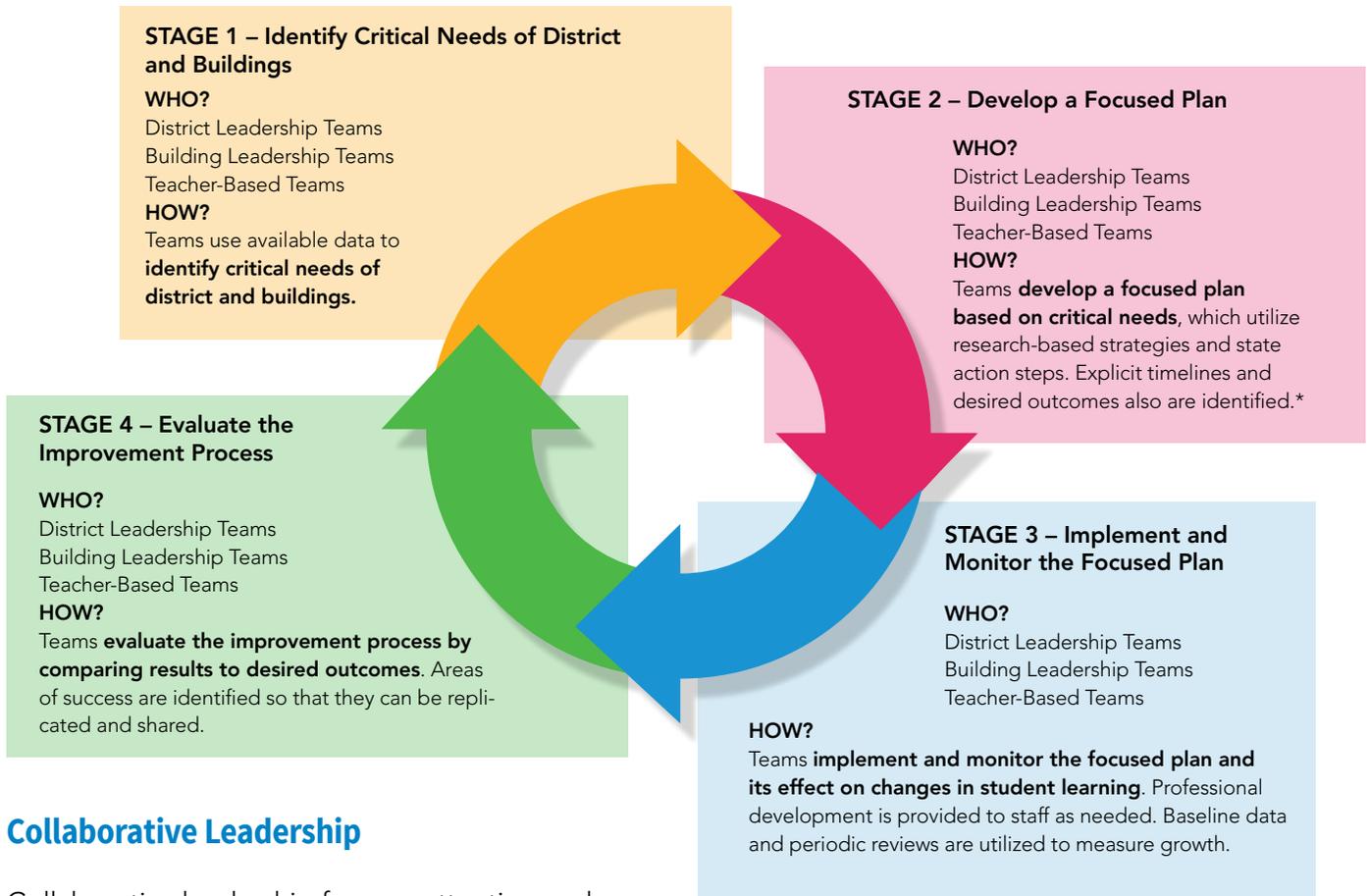
Recursive Cycle:

1. Identify critical needs of district/building.
2. Develop a focused plan, using research-based strategies with timeline and outcomes identified. Identify data to be used to measure outcomes.
3. Implement and monitor the plan and its effect on student learning.
4. Evaluate the process and results. Identify areas of success that can be replicated and shared.

... We expect the highest level of quality to exist throughout the school system and will involve students, staff and community in the implementation of continuous improvement processes and research-supported best practices ...

– From the Bexley City School District's Vision Statement

Continuous Improvement Process | District and Schools



Collaborative Leadership

Collaborative leadership focuses attention and effort on improving student learning, using both quantitative and qualitative data to help identify what students know and can do. Leadership also guides the learning of individual professionals to stimulate productive conversation and problem-solving by administrators, teachers, and other staff associated with district and building entities.

Leadership Roles and Responsibilities

Individuals and groups effectively implement continuous improvement as follows:

Superintendent

- Oversees districtwide implementation
- Sets direction and expectations for district and building leadership teams
- Engages staff and community in plan development
- Fosters a culture of continuous improvement
- Approves and monitors data-driven, research-based plans
- Holds participants accountable for results
- Communicates plan, processes and results via the District Improvement Plan

District Leadership Team (DLT)

Composed of Superintendent, district administrators (Executive Director of School Programs, Special Education Director, Director of Student and Community Engagement, Technology Director, Business Manager, Treasurer); administrators representative of all grade levels and buildings; teacher leaders from various content areas, grades and buildings, and specialized instructional areas (e.g., gifted, ELL, school psychologists). Responsibilities are:

- Provides and monitors consistency in expectations for all buildings

Building Leadership Team (BLT)

Each Building Administrator leads groups composed of building teacher leaders (non-administrative staff serves in this position) and teachers representing all grade levels or spans, general education, special education, gifted education, and ELL. Responsibilities are:

- Oversees and promotes building's continuous improvement

“Privacy of practice produces isolation; isolation is the enemy of improvement.”

Richard Elmore (2000)

- Ensures time for BLT and each Teacher-Based Team (TBT) to meet
- Engages staff and community in the planning process
- Approves a data-driven, research-based school plan
- Communicates plan, process and results
- Maintains schoolwide focus on high achievement for all students
- Facilitates ongoing efforts of collaborative team structures that use data to inform and improve instructional practices
- Develops a single School Improvement Plan (SIP) that focuses on small number of actions aligned to the district’s and school’s goals and strategies
- Evaluates the SIP for impact

Teacher-Based Team (TBT)

Team of teachers – possibly of same grade or content, including intervention specialists and other building support staff – functions as a purposeful community, each led by an individual who represents the team on the BLT. Responsibilities are:

- Generate standards-based common formative assessments
- Create pre-assessments given prior to units of study (also used for post-assessment)
- Collect and chart data in relation to student learning indicators and performance data
- Analyze students’ results, concentrating on students who are proficient, approaching proficiency, and falling far below proficiency on identified standards-based concepts and skills
- Determine and implement effective differentiated research-based instructional strategies based on student learning needs in classrooms while continually assessing progress, both formally and informally, to monitor and adjust selected strategies based on analysis of student learning results

Data Informed Decision-Making

Data-informed decision-making refers to the collection and analysis of data to guide decisions that improve success (Boudett & Steele, 2010; USDOE, 2009). Improvement planning involves reviewing data and statewide standards and directives to understand what needs to be improved, then implementing actions to improve.

Data is a tool for focusing professional learning on the improvement of daily practice. Leadership guides use of data to provide a perspective on the district system’s functioning as a whole, document accomplishments and help spot problems that need work. Data is used to help clarify issues, identify alternative solutions to problems, and target resources more effectively, leading to better decisions.

The district engages data informed decision-making to assist with the goal of helping students learn and achieve.

Prerequisites for implementing data-informed decision-making include

- (1) access to state, district and school data systems
- (2) leadership for educational improvement and the use of data
- (3) tools for generating actionable data
- (4) time set for analyzing and interpreting data
- (5) professional development and technical support for data interpretation
- (6) tools for acting on data

Critical questions:

1. *What do we want students to learn?*
2. *How will we know if they have learned it?*
3. *What do we do if they do not learn it?*
4. *What do we do if they do learn it?*

Rick DuFour et al., (2004, 2006)

Data Informed Decision-Making

Demographic/Perceptual Data

District Level

- District demographics
- Climate
- Attendance
- Instructional best practices
- Technology practices
- Teacher Quality (HQT)

Annual & Monthly Planning Processes

Focus: All Students

Who: District & Building Leadership Teams
How: Superintendent's Cabinet
Administrative Council
Curriculum Council
Principals Meetings
District/School Climate Committee
District Safety Committee
Special Education/Related Services Team
Technology Team
District Curriculum Committees
Title I Program/District Committee
Gifted Education Team
District K-6 Instructional Chairpersons
District K-12 Chairpersons (art, library, music, PE)
K-6 Teacher Leaders
9-12 Instructional Chairpersons

Student Learning Data

District Level

- District Report Card (State's)
- State and national achievement tests
- Nationally norm-referenced tests
- State-approved reading diagnostic
- End-of-course exams
- District benchmark assessments

Building Level

- School demographics
- Climate
- Attendance
- Instructional best practices
- Technology practices

Monthly Planning Processes

Focus: Student Groups

Who: District & Building Leadership Teams
How: Elementary Principals
Secondary Principals
HS Instructional Chairpersons/
Principals Advisory
MS Team Leaders
MTSS/Rtl Teams (K-6),
Approaches to Learning/Rtl Teams (7-8, 9-12)
School Climate Committees

Building Level

- School Report Card (State's)
- State and district diagnostics
- Nationally norm-referenced tests
- End-of-course exams
- Common assessments (academic content specific)

Classroom Level

- Climate
- Student historical information
- Student medical information
- Student learning styles
- Attendance
- Instructional best practices
- Technology practices

Weekly & Daily Planning Processes

Focus: Individual Students in Classrooms

Who: Teacher Based Teams (Classroom Teacher, Intervention Specialist, Literacy/Reading Specialist, Title I Teacher, Gifted Intervention Specialist, Speech and Language Pathologist, School Psychologist)
How: Individual teacher reviews; teacher-led teams engage collaborations for unit planning, interventions, modifications, enrichments, co-teaching; consultations by specialists

Classroom Level

- Value Added (individual teacher reports)
- State and national achievement tests
- Universal screening and progress monitoring measures
- District benchmark assessments (by classroom and student level)
- Teacher's classroom assessments (formative and summative)
- Student grades

Best Practices Review

While academic content is standardized across the district's schools, best practices adopted by each school inform how the curricula is organized and taught. Each building's best practice supports how district curriculum guides are translated into units of study and provides philosophical underpinnings for daily school operations and ongoing professional development of teachers.

The district reviews best practices on a cyclical basis, gathering evidence that shows the best practice is still effective and producing continuous improvement. Evidence includes:

- Student performance data
- Student growth data
- Student satisfaction (attitudinal data)
- Parent/guardian satisfaction (attitudinal data)
- Staff satisfaction

District Systems Accreditation

The Bexley School District is fully accredited by AdvancED®, an internationally recognized non-profit that conducts rigorous, on-site external reviews of PreK – 12 schools and school systems to ensure that all learners realize their full potential. The district is one of only four in Ohio with full district accreditation, meaning that all five of its schools and the district "as a system" have earned this distinction.

Accreditation means that students have qualified teachers who are continually working to improve their practices and teaching methods in order to increase student performance; access to a rich, diverse and sound curriculum; and access to a range of student activities and support services. Across the globe - schools, colleges and universities - recognize credits earned here by Bexley students.

AdvancED® provides districts with research-based Standards for Quality that describe conditions and factors contributing to a quality educational experience and operational effectiveness. The AdvancED® standards are reviewed and revised every five years by a community of respected scholars and researchers in the fields of organizational management, school improvement, and leadership.



Standards for Quality



Appraisal System

Teacher System

Bexley's teacher evaluation system operates according to the standards-based statewide teacher evaluation framework adopted by the State Board of Education (2012). Bexley's system also incorporates state-approved amendments to this framework that include use of Charlotte Danielson's 2007 book, *Enhancing Professional Practice: A Framework for Teaching*. The district purchased and uses an external, related support platform.

Framework for Teaching – Domains of Practice

The district presents every Bexley educator with *Enhancing Professional Practice: A Framework for Teaching* (Danielson, 2007). This text permits a common understanding of expected educational practices for teachers as well as for other educational support staff. It provides rubrics for conversation to clarify expectations; professional practice is evaluated annually based on the rubrics, as required by State law and articulated in Bexley Board of Education Policy (AFC-1).

Danielson's system is based on these core principles for a good evaluation system: (1) centered on professional learning and professional growth, (2) built on a culture of professional inquiry that encourages self-reflection and promotes rich conversations about teaching practice, and (3) based in a school environment of trust and collaboration among all educators (Danielson, 2007).

Components of Professional Practice (Danielson, 2013)

Domain 1 – Planning & Preparation	Domain 2 – Classroom Environment
1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Instructional Outcomes 1d. Demonstrating Knowledge of Resources 1e. Designing Coherent Instruction 1f. Designing Student Assessment	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Organizing Physical Space
Domain 4 – Professional Responsibilities	Domain 3 – Instruction
3a. Reflecting on Teaching 3b. Maintaining Accurate Records 3c. Communicating with Families 3d. Participating in a Professional Community 3e. Growing and Developing Professionally 3f. Demonstrating Professionalism	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness

Feedback Loop

The goal of the district’s appraisal system is the creation of a robust feedback loop for teachers (as well as other educational support staff) that draws on the results of statewide and teacher-developed assessments and observations of classroom practice. Teacher performance is evaluated using formal observations and classroom walk-throughs in addition to other methods of gathering information concerning teacher performance.

Semester 1	Semester 2
<ul style="list-style-type: none"> • Walk-through (unannounced 3-5 min.) • Written feedback within 15 days • Observation 1 (scheduled - at least 30 min.) • Post-observation conference 	<ul style="list-style-type: none"> • Walk-through (unannounced – 3-5 min.) • Written feedback within 15 days • Observation 2 (scheduled - at least 30 min.) • Post-observation conference • Final Evaluation: Completed by May 1 with written copy of evaluation results shared with teacher by May 10 (Board Policy AFC-1)

Administrator System

Evaluation of administrators is comparable to Ohio’s standards-based teacher evaluation framework but is tailored to the duties and responsibilities of principals, assistant principals, and other administrators in the environment in which they work. Proficiency on the standards includes consideration of professional goal setting, communication and professionalism, and skills and knowledge. As with the teacher evaluation framework, this appraisal system is designed to foster the professional growth of principals in knowledge, skills and practice.

Ohio Principal Evaluation System (OPES) – 5 Standards (2008)

Continuous Improvement: Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

Instruction: Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

Operations, Resources, and Learning Environment: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

Collaboration: Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

Parent and Community Engagement: Principals engage parents and community members in the educational process and create an environment where community resources support student learning.

Feedback Loop

Evaluation of administrators consists of two components, each weighted at 50 percent. The first component is a performance rating that requires two formal observations and periodic building walk-throughs.

A second component is based

on student growth measures. Student academic growth is determined through multiple measures and using a combination of these: (1) value-added data, (2) Ohio Department of Education (ODE) vendor-approved assessments and/or (3) the district's Board of Education-determined measures. The superintendent evaluates all administrators annually and confers with each and provides written feedback for performance.

Evaluation Components for Administrator Evaluations

1. Principal performance rating determined from (50% of evaluation)
 - o Professional growth plan
 - o Two 30-minute observations
 - o Walkthroughs
2. Student academic growth rating (50% of evaluation)

District Initiatives

District initiatives around cultural competency and technology integration also support Bexley's continuous improvement process. Each initiative is supported with district funds and personnel and includes ongoing professional development.

The district Director of Student and Community Engagement and Technology Director provide leadership for these initiatives, which also make use of collaborative structures and data informed decision-making.

International-Global/Multicultural Education

Supported with leadership structures at both building and district levels, this initiative is part of both district and school improvement goals. Professional development is an important component.

International and global education are complementary approaches. Awareness of international and global perspectives is imperative to school community members developing the skills, knowledge and attitudes needed for responsible participation in a democratic society and global community in the 21st century. The following characteristics of the planet inform this imperative: (1) technical developments of global systems of communications and transportation; (2) change from local, regional and national economies into a global economy; (3) increased interactions among societies; (4) increased world-wide political interdependence; (5) impact of human activity upon the planet's ecosystem; (6) power of art and popular culture to communicate; and (7) increasing daily awareness that we are members of a world community (NCSS, 2015).

In defining what is meant by international and global education, these strategies are the focus for student learning experiences:

- gain knowledge of world cultures;
- understand the historical, geographic, economic, political, cultural, and environment relationships among world regions and peoples;
- examine the nature of cultural differences and national or regional conflicts and problems; and
- act to influence public policy and private behavior on behalf of international understanding, tolerance and empathy (NCSS, 2015).

Multicultural education is a closely-related approach to international-global education that explores the interactions among differing cultures within a political region. Multicultural education refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. At the classroom level, for example, teachers may modify or incorporate lessons to reflect cultural diversity. In many cases, "culture" is defined in the broadest possible sense, encompassing race, ethnicity, nationality, language, religion, class, gender, sexual orientation, and "exceptionality"—a term applied to students with specialized needs or disabilities.

Multicultural education also assumes that the ways in which students learn and think are deeply influenced by their cultural identity and heritage,

“Educators with the skills, knowledge, and attitudes to value the diversity among students will contribute to an educational system designed to serve all students well.”

Dennis Van Roekel, NEA President (former)

and that to teach culturally-diverse students effectively requires educational approaches that value and recognize their cultural backgrounds. In this way, multicultural education aims to improve the learning and success of all students, particularly students from cultural groups that have been historically underrepresented or that suffer from lower educational achievement and attainment. Educators need the skills, knowledge and attitudes to value the diversity among students (Gorski, 2010; NAME, 2015).

Cultural competency skill areas:

- Valuing diversity – accepting and respecting differences
- Being culturally self-aware as this shapes educators' sense of who they are and where this fits in their family, school, community and society
- Understanding the dynamics of difference - cross-cultural communications
- Knowing students' cultures so behaviors can be understood in their proper cultural contexts
- Institutionalizing cultural knowledge and adapting to diversity to better serve diverse student populations

Technology Education

The district's technology initiative is guided by principle outcomes in which students will have increased access to technology for the purposes of (1) increasing engagement in learning, (2) increasing individual learning opportunities, (3) increasing 21st century skill development, (4) decreasing the digital divide in the community, and (5) increasing student achievement.

The district provides training for all teachers and other support staff to increase their understanding of web-based resources and technology tools

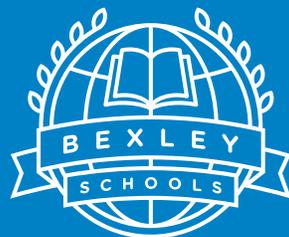
that will help them help their students learn about the processes and knowledge related to technology, encouraging their ability to shape and change the physical world to meet needs by manipulating materials and tools with techniques. The district also supports building Technical Advisors, classroom teachers on supplemental contracts who provide technology support and coordination; these teachers meet once a month with the Technology Director. Connecting with the district's international-global/multicultural focus, the Internet, for example, is one tool among many technological resources that provides access to up-to-date information that teachers can utilize in teaching an international-global/multicultural perspective.

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Board of Education Policies

- AF – Commitment to Accomplishment
- AFB/CBG) – Evaluation of the Superintendent
- AFC-1/GCN-1 – Evaluation of Professional Staff (Ohio Teacher Evaluation System)
- AFC-2/GCN-2 – Evaluation of Certified Staff (Administrators both Certified and Classified)
- AFC-2-R/GCN-2-R – Evaluation of Certified Staff (Administrators both Certified and Classified)
- AFD/GDN – Evaluation of Classified Staff
- AFE/IM – Evaluation of Instructional Programs
- AFI – Evaluation of Educational Resources



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