

**NEW TRIER TOWNSHIP HIGH SCHOOL DISTRICT 203
SPECIAL WORKSHOP MEETING OF THE BOARD OF EDUCATION
July 16, 2012
New Trier Township High School
7 Happ Road, Room C234
Northfield, IL 60093
Open Session – 4:00 p.m.**

A **Special Workshop Meeting** of the Board of Education of New Trier Township High School District 203, 7 Happ Road, Room C234, Monday, July 16, 2012 at 4:00 p.m.

Members Present

Mr. Alan R. Dolinko, President
Mr. F. Malcolm Harris, Vice President
Ms. Carol F. Ducommun
Mr. Peter Fischer
Ms. Lori Goldstein
Mr. Patrick O'Donoghue

Administrator Present

Dr. Linda L. Yonke, Superintendent
Mr. Donald Goers, Associate Superintendent
Mr. Paul Sally, Assistant Superintendent for
Curriculum & Instruction
Mr. Timothy Hayes, Assistant Superintendent
for Student Services
Dr. Timothy Dohrer, Principal Winnetka Campus
Mr. Paul Waechtler, Principal Northfield Campus

Members Absent:

Mr. John Myefski

Also Present

Ms. Niki Dizon, Director of Communications; Mr. George Sanders, Director of Human Resources; Ms. Ellen Ambuehl, Director of Special Education; Mr. Christopher Johnson, Director of Technology; Ms. Denis Hibbard, Assistant Principal, Northfield Campus; Ms. Katherine Schindler, Assistant Principal for Student Services, Winnetka Campus.

I. CALL TO ORDER

Mr. Dolinko called the Special Meeting to order at 4:03 p.m. Roll call was taken. All members were present except for Mr. Myefski.

II. State Requirements Related to Teacher & Principal Evaluations

In 2010, Governor Pat Quinn signed the Performance Evaluation Reform Act (PERA), which requires all schools in Illinois to change how teachers' performance is measured. Dr. Yonke presented an overview of the requirements by the state and the general rules and guidelines of the teacher evaluation modules. Module 1, "Understand" Teacher Performance Aligned to Professional Practice utilizes key parts of PERA, Senate Bill 7, Illinois Professional Teaching Standards and the common frameworks of professional teaching standards. The state teacher performance evaluation system addresses assessment of both professional practice and student growth components. The teacher evaluation plan components required for measuring professional practice for teachers includes the rating categories and requirements, a teacher evaluation cycle for tenured and non-tenured teachers and written notice requirements. Beginning on September 1, 2012, all Illinois school districts must adopt the following four performance categories: Excellent; Proficient; Needs Improvement; and Unsatisfactory. Dr. Yonke reviewed the evaluation cycle for tenured teachers (every two years) and for non-tenured teachers (every year), as well as the formal and informal observations and the written notice requirements. Finally, the state requires the alignment of common teaching frameworks to the Illinois Professional Teaching Standards. The implementation of the evaluation plan shall include an instructional framework developed or adopted by the school district that is based upon research regarding effective instruction; addresses at least planning, instructional delivery, and classroom management; and aligns to the Illinois Professional Teaching Standards. Board discussion followed her introductions with conversation on the process required to become a qualified evaluator.

III. New Trier Teacher Evaluation Plan

Mr. Paul Sally provided an overview of the *Characteristics of Professional Practice* in a PowerPoint presentation. He explained that the *Characteristics of Professional Practice* provides a framework for best practices in teaching and learning; it also is a foundational document for teacher evaluation and teacher professional development. He acknowledged the six member committee consisting of John Cadwell, Debbie Johnson, Linda Knier, Paul Sally, Cindee Scott and Steve Viktora, expressing gratitude for the numerous hours of scheduled meeting time and the research and hard work that went into the development of the *Characteristics of Professional Practice*. He noted the framework includes four domains – Understanding Teaching, Understanding Students, Understanding Professional Responsibilities and Understanding School and Community Culture. Each domain is further detailed with 4-7 characteristics and each characteristic is defined by indicators and essential knowledge. Mr. Sally responded to Board members' questions on what has changed from the original document of 2000, to which he stated the emphasis has shifted to collaborative work among teachers and knowing the community.

Dr. Yonke then presented the Draft of the New Trier Teacher Evaluation Plan. In compliance with state regulation, New Trier formed a Joint Committee on Supervision and Evaluation which addressed the process for Honorable Dismissal and the Teacher Evaluation Plan. The Committee was comprised of equal numbers

of Association members and Administrators including Steve Viktora, Lori Starck-King, Judy Macnab, Jim Burnside, Linda Yonke, Paul Sally, Tim Hayes and Paul Waechtler. The philosophy of the New Trier Teacher Evaluation Plan is that supervision and evaluation is a formative, growth-oriented process that fosters excellence, recognizes the complexity of the act of teaching, and supports teachers at all points of their career. She explained details of the plan, including the types of supervisors, formal and informal observations, and summative evaluations. Other topics included expectations of evaluators, teacher ratings, Master-Leader Teacher definitions, and the evaluation of Department and Program Supervisors. Board discussion followed with Mr. Sally and Dr. Yonke responding to questions and comments.

IV. New Trier Leadership Evaluation Plan

Dr. Yonke presented an overview of *Characteristics of Professional Practice for Leaders* at New Trier. She noted that this corollary document to the *Characteristics of Professional Practice* for teachers applies to all administrators and all school leaders. It aligns with the District Mission and Belief Statements as well as the Illinois Performance Standards for School Leaders and reflects the uniqueness of leadership at New Trier. She detailed the philosophy expressed in the document which includes four Domains of Professional Practice including the following: Understanding Leadership Dispositions, Understanding Teaching and Learning, Understanding Strategic Management, and Understanding School and Community Culture. Dr. Yonke included a reading list on educational leadership, noting the dynamic nature and evolution of leadership topics over time.

V. Board Meeting Planning 2012-2013

Dr. Yonke introduced the topic of Board Meeting planning, discussing the types of reports presented to the Board in previous years and soliciting Board members' suggestions for future agenda items. The following topics were requested for presentation and discussion: public presentation of information about the concussion management policy; follow-up information from Post-High School Counseling about the effects of various Strategic Planning initiatives, such as the elimination of Level 5 and class rank; measuring student growth; effects of competition and stress; impact of extracurricular policies on students; information about the physical plant/maintenance staff and facilities; history of New Trier; academic interventions for students at all levels; information from recent graduates about their experiences at New Trier.

VI. ADJOURN

Mr. Dolinko requested a motion to adjourn. Mr. O'Donoghue moved and Ms. Ducommun seconded the motion to adjourn. Upon a voice vote, all members were in favor. The meeting was adjourned at 6:00 p.m.

Respectfully submitted,

Lou Anne Kelly, Secretary

Alan R. Dolinko, President