



Teacher Development and Evaluation Plan

Crosby-Ironton Schools

Purpose Statement:

The purpose of the Crosby-Ironton Teacher Evaluation Process is to develop, support, and retain highly qualified educators while promoting effective instructional practices that improve student learning and success. Grounded in the Minnesota Professional Teaching Standards, the evaluation system fosters continuous professional growth through reflective practice, collaboration, professional learning communities, peer review, coaching, mentoring, and ongoing professional development opportunities. The process encourages teachers to engage in meaningful goal setting through a three-year professional growth plan designed to enhance instructional effectiveness and student outcomes.

The evaluation system provides a fair, comprehensive, and data-informed framework for measuring teacher performance. Multiple sources of evidence, including observations, student growth measures, student engagement data, and teacher reflection, are used to assess professional practice and support continuous improvement. Qualified evaluators conduct regular evaluations to recognize strengths, identify areas for growth, and provide targeted support when needed. When performance concerns arise, the District is committed to providing assistance, clear expectations, and structured improvement plans to help teachers meet professional standards and ensure the highest quality educational experience for all students.

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Legal Requirements

Teacher Development & Evaluation (TDE) models are required for all MN districts and charters.

- Local models must meet [Minnesota Statutes 122A.40 / 122A.41](#)
- Teachers have an option of presenting a portfolio that demonstrates evidence of reflection and professional growth that includes the teachers' own performance assessment. Teachers should work with their building principal to come up with an agreed upon way to do this if they choose to do this.
- Teachers who do not meet the professional teaching standards will be provided with support to improve with established goals and timelines.
- Teachers who do not show improvement within the established timelines are subject to discipline as part of the teacher improvement process.

Crosby-Ironton School District Teacher Evaluation Cycle

Tenured Staff: Three-year Evaluation Cycle

Year #1-Complete Professional Growth Plan & Student Learning Goal (page 5)

Year #2-Complete Professional Growth Plan & Student Learning Goal (page 5)

Year #3-Complete Professional Growth Plan, Student Learning Goal, & Summative evaluation by the building principal (pages 5, 12-20)

Probationary Staff

Complete Self-Assessment and Professional Growth Plan

Summative Evaluation in all probationary years.

School-Wide Instructional Model - Marzano

	Design Area	Elements	Student Mental States and Processes
FEEDBACK	Providing and Communicating Clear Learning Goals	1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating successes	Students understand the progression of knowledge they are expected to master and where they are along that progression.
	Assessment	4. Informal assessments of the whole class 5. Formal assessments of individual students	Students understand how test scores and grades relate to their status on the progression of knowledge they are expected to master.
CONTENT	Direct Instruction Lessons	6. Chunking content 7. Processing content 8. Recording & representing content	When new content is being presented, students understand which parts are important and how the parts fit together.
	Practicing and Deepening Lessons	9. Structured Practice sessions 10. Examining similarities & differences 11. Examining errors in reasoning	After new content has been presented, students deepen their understanding and develop fluency in skills and processes.
	Knowledge Application Lessons	12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims	After new content has been presented, students generate and defend claims through knowledge application tasks.
	Strategies That Appear in All Types of Lessons	15. Previewing 16. Highlighting critical information 17. Reviewing content 18. Revising Knowledge 19. Reflecting on Learning 20. Purposeful Homework 21. Elaborating on information 22. Organizing students to Interact	Students continually integrate new knowledge with old knowledge and revise their understanding accordingly.
CONTEXT	Engagement	23. Noticing when students are not engaged & reacting 24. Increasing response rates 25. Using Physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students	Students are paying attention, energized, intrigued, and inspired.
	Rules and Procedures	33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating "withitness" 36. Acknowledging adherence to rules & procedures 37. Acknowledging lack of adherence to rules & procedures	Students understand and follow rules and procedures.
	Relationships	38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds & interests 40. Displaying objectivity & control	Students feel welcome, accepted, and valued.
	Communicating High Expectations	41. Demonstrating value & respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners	Typically reluctant students feel valued and do not hesitate to interact with the teacher or their peers.

Crosby-Ironton School District Teacher Professional Growth Plan (PGP)

&

Student Learning Goal (SLG)

Teacher Name: _____

School Year: _____

1. What is one specific area of your instructional practice you would like to strengthen this year and why?

2. What specific strategies, practices, or professional learning opportunities will you implement to improve in this area and support student growth?

3. What evidence will you use throughout the year to monitor your progress and determine the impact of your growth on student learning?

4. What will be your student learning goal for this year? This needs to be based on an agreed upon assessment for one class in one content area.

Professional Portfolio Option

In lieu of a formal evaluation for teachers on “Year #3” at Crosby-Ironton Schools have the option of organizing and presenting a portfolio of their teaching to their administrator. The portfolio details and artifacts can be determined in collaboration between the principal and the individual teacher. There is not a template or detailed expectations of the portfolio. This can be done during “Year #3” for all tenured employees. Contact your administrator to decide details prior to October 1st of the school year.

Peer Review Opportunities

The following activities would be sufficient methods of Peer Review at Crosby-Ironton Schools. Peer reviews are not evaluative in nature. Rather, they provide job embedded professional development for teachers to improve their teaching and get ideas from colleagues. Notes from peer reviews are for the purpose of the teacher only. There is not a requirement to turn anything into a building principal.

- Instructional rounds
- Classroom observations approved by building principal
- Analyzing student data as a team
- Videotaped lesson & reflection
- PLC Showcase
- Conference or Workshop Presentation
- NOTE: Any “off site” peer review opportunities does need prior approval from your building principal.
- Other: Any agreed upon peer review idea between teacher and building principal

Staff Development Activities

The staff development committee will review requests for teacher staff development. Each meeting will include a staff development agenda item to discuss any new requests. The district staff development budget will be shared with all members.

Staff development activities should align with curriculum, instruction, and other building-wide goals. Activities may include, but are not limited to, district sponsored activities, professional conferences, onsite coaching, or off-site visits.

Walkthrough / Systems Checks

Crosby-Ironton building administrators are expected to perform announced and unannounced walkthroughs on all teachers each year. Data on predominant instructional practices are collected by administration and shared with the individual teacher and building as needed for professional feedback, growth, and/or improvement.

1. What was the predominant instructional practice I observed during my walkthrough?

2. To what degree was it working?

Not in place -

Beginning -

Developing -

Applying -

Innovating -

3. Based on what evidence was I able to make a determination as to what element you were using and whether it was having an impact?

Student Engagement

(Relevance/Personal Relationship)

1. My teacher makes me feel that they care about me. (My teacher cares about me)

1	2	3	4	5
Strongly disagree	Disagree	Not sure	Agree	Strongly Agree

(Collaboration/Classroom Culture)

2. In this class, we get to learn from each other through group discussions, projects, games, partner work and other classroom activities.

1	2	3	4	5
Strongly disagree	Disagree	Not Sure	Agree	Strongly Agree

3. I feel safe and “valued” in this class.

1	2	3	4	5
Strongly disagree	Disagree	Not sure	Agree	Strongly Agree

(Academic Rigor & Expectations)

4. In this class, activities and assignments help me to grow in my learning about the topic.

1	2	3	4	5
Strongly disagree	Disagree	Not Sure	Agree	Strongly Agree

5. My teacher doesn’t let me give up when the work gets hard.

1	2	3	4	5
Strongly disagree	Disagree	Not Sure	Agree	Strongly Agree

(Student engagement)

6. I try to do my best in this class.

1	2	3	4	5
Strongly disagree	Disagree	Not Sure	Agree	Strongly Agree

Teacher Evaluation Instrument

Cycle C & Probationary Teachers



Teacher Name:

Grade/Subject:

School Year:

Pre-Observation Questions

1. How do you use data to drive instruction in your classroom?
2. What specific steps will you take in your classroom to increase your students' learning?
3. How do you communicate regularly with parents?
4. What would like parents to say about your class or you:
5. What would you want students to say to their parents about you and your teaching:
6. How do you see yourself being involved in the school or contributing to the improvement of the C-I School District?

Teacher Name:

Grade/Content Area:

Tenure Status: Tenured (or) Probationary (YR 1, YR 2, Y3)

Evaluation Date/Dates:

Section I: Teacher Self-Reflection & Evaluation Rubric

*Choose four performance areas to be evaluated in.

<u>Personal Reflection Rating:</u> Circle One: 4 3 2 1	<u>Performance Area #1:</u> Communicating Clear Learning Goals	<u>Performance Level</u> Level 4 • Scales/rubrics are implemented in a way that impacts student growth. • Student progress is tracked, used to guide instruction and results in evidence of student growth over time. • Student success is celebrated to the extent in which students are motivated to enhance their status. Level 3 • Scales/rubrics are provided and used to guide and monitor instruction. • Student progress is tracked and used to guide instruction. • Student success is celebrated in a way that acknowledges every student. Level 2 • Scales/rubrics are completed and provided • Student progress is tracked but not used to guide instruction • Celebrating success of students used incorrectly or with parts missing. Level 1 • Scales/rubrics are not not completed • Student progress is not tracked • Success is not celebrated
<u>Personal Reflection Rating:</u> Circle One: 4 3 2 1	<u>Performance Area #2:</u> Assessment	<u>Performance Level</u> Level 4 • Teacher ensures that students know how test scores and grades relate to their status on the progression of knowledge they are expected to master. • Teacher uses differentiated assessments that are strategically designed to evaluate a student's level of mastery of a standard and guide individualized instruction. Level 3 • Teacher ensures that students understand how test scores and grades relate to their mastery of standards/learning goals. • Assessments are strategically designed to gain data or assess a student's mastery of a standard. Level 2 • Students are aware of their test scores but teacher feedback is not provided in a way that relates to their standards/learning

		goals. - Assessment is used, but feedback and reflection for students is lacking. Level 1 - Teacher is not having students reflect on assessments in relation to standards/learning goals. - Assessment is not used to evaluate students mastery of learning goals.
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<u>Personal Reflection Rating:</u> Circle One: 4 3 2 1	Performance Area #3: Direct Instruction Lessons	<u>Performance Level</u> Level 4 - Teacher continuously revises and reteaches lessons until they consistently produce desired results in students. - Teachers uses a variety of models in an effort to accommodate multiple learning styles. Level 3 - When introducing new content, teacher ensures students understand which parts are important and how the parts fit together. - Teacher uses models to help students organize and summarize important content. Level 2 - Teacher introduces new content but doesn't successfully point out how the parts fit together or which parts are important. - Teacher uses limited models to help students organize and summarize important content. Level 1 - Teacher does not introduce new content in a way that allows students to make connections between important parts, - Teacher does not provide models to help students organize new content.
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<u>Personal Reflection Rating:</u> Circle One: 4 3 2 1	Performance Area #4: Practicing and Deepening Lessons	<u>Performance Level</u> Level 4 - Teacher uses innovative methods while during structured practice sessions to work on skills, strategies and processes. - Teacher helps students examine and reflect upon similarities and differences - Teachers help students examine their own reasoning or the overall logic of information being presented to them in order gain the ability to analyze their own or others' thinking. Level 3 - Teacher uses structured practice sessions to work on skills, strategies and processes. - Teacher helps students examine similarities and differences. - Teacher helps students examine their own
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		reasoning or the overall logic of information presented to them. Level 2 - Teacher uses structured practice sessions but they are not focused on the appropriate skills, strategies and processes. - Teacher may inform students of, but not teach them to examine, similarities and differences. - Teacher may point out an error in student reasoning or overall logic, but not allow the student to examine it themselves. Level 1 - Teacher does not offer structured practice sessions. - Teacher does not examine similarities and differences. - Teacher does not examine errors in reasoning.
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<u>Personal Reflection Rating:</u> Circle One: 4 3 2 1	Performance Area #5: Knowledge Application Lessons	<u>Performance Level</u> Level 4 - Teacher regularly engages students in cognitively complex tasks so they can make connections independently. - The teacher differentiates resources and guidance based on student need. - The teacher creates a culture in which students can freely generate and defend claims. Level 3 - The teacher engages students in cognitively complex tasks. - The teacher provides resources and guidance. - The teacher ensures students are generating and defending claims. Level 2 - The teacher engages students in limited cognitively complex tasks. - The teacher provides limited resources and guidance. - The teacher provides limited opportunities for generating and defending claims. Level 1 - The teacher does not engage student in cognitively complex tasks. - The teacher does not provide resources and guidance. - The teacher does not provide opportunities for generating and defending claims.
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<u>Personal Reflection Rating:</u> Circle One: 4	Performance Area #6: Strategies That Appear in All Types of Lessons	<u>Performance Level</u> Level 4 - Teacher uses strategies such as previewing, highlighting critical information, reviewing content, revising knowledge and elaborating on information in differentiating ways. - Teacher creates an environment where students continually reflect on learning in
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3		order to integrate new and old knowledge and revise their understanding.
2		Teacher assigns purposeful homework/practice that effectively deepens student knowledge and prepares them for new learning and organizes students to interact in thoughtful ways that facilitate collaboration.
1		Level 3 - Teacher uses strategies such as previewing, highlighting critical information, reviewing content, revising knowledge and elaborating on information - Teacher uses strategies to help students reflect on learning in order to integrate new and old knowledge and revise their understanding. - Teacher assigns purposeful homework/practice and organizes students to interact in thoughtful ways that facilitate collaboration. Level 2 - Teacher attempts to use or ineffectively uses strategies such as previewing, highlighting critical information, reviewing content, revising knowledge and elaborating on information - Teacher attempts to use or ineffectively uses strategies to help students reflect on learning in order to integrate new and old knowledge and revise their understanding. - Teacher attempts or ineffectively assigns homework/practice and organizes students to interact in thoughtful ways that facilitate collaboration. Level 1 - Teacher does not use strategies such as previewing, highlighting critical information, reviewing content, revising knowledge and elaborating on information. - Teacher does not use strategies to help students reflect on learning in order to integrate new and old knowledge and revise their understanding. - Teacher assigns homework/practice with no purpose and does not organize students to interact in thoughtful ways that facilitate collaboration.

<u>Personal Reflection Rating:</u> Circle One: 4 3 2 1	Performance Area #7: Engagement	<u>Performance Level</u> Level 4 - Noticing when students are not engaged and reacting, increasing response rates, using physical movement, maintaining a lively pace, demonstrating intensity and enthusiasm, presenting unusual information, using friendly controversy, using academic games, providing opportunities for students to talk about themselves, and motivating and inspiring students occur skillfully and consistently. Level 3 - Noticing when students are not engaged
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		and reacting, increasing response rates, using physical movement, maintaining a lively pace, demonstrating intensity and enthusiasm, presenting unusual information, using friendly controversy, using academic games, providing opportunities for students to talk about themselves, and motivating and inspiring students happen all or almost all of the time. Level 2 - Noticing when students are not engaged and reacting, increasing response rates, using physical movement, maintaining a lively pace, demonstrating intensity and enthusiasm, presenting unusual information, using friendly controversy, using academic games, providing opportunities for students to talk about themselves, and motivating and inspiring students are used incorrectly or with parts missing. Level 1 - There are significant deficiencies in noticing when students are not engaged and reacting, increasing response rates, using physical movement, maintaining a lively pace, demonstrating intensity and enthusiasm, presenting unusual information, using friendly controversy, using academic games, providing opportunities for students to talk about themselves, and/or motivating and inspiring students.
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<u>Personal Reflection Rating:</u> Circle One: 4 3 2 1	Performance Area #8: Rules and Procedures	<u>Performance Level</u> Level 4 - Establishing rules and procedures, organizing the physical layout of the classroom, demonstrating "Withitness", acknowledging adherence to rules and procedures, and acknowledging lack of adherence to rules and procedures are skillfully orchestrated. Level 3 - Establishing rules and procedures, organizing the physical layout of the classroom, demonstrating "Withitness", acknowledging adherence to rules and procedures, and acknowledging lack of adherence to rules and procedures are happening all or almost all of the time. Level 2 - Establishing rules and procedures, organizing the physical layout of the classroom, demonstrating "Withitness", acknowledging adherence to rules and procedures, and acknowledging lack of adherence to rules and procedures are used incorrectly or with parts missing.
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		Level 1 There are significant deficiencies in establishing rules and procedures, organizing the physical layout of the classroom, demonstrating “Withitness”, acknowledging adherence to rules and procedures, and/or acknowledging lack of adherence to rules and procedures.
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<u>Personal Reflection Rating:</u> Circle One: 4 3 2 1	Performance Area #9: Relationships	<u>Performance Level</u> Level 4 - Verbal and nonverbal behaviors that indicate affection for students, understanding of students’ backgrounds and interests, and displaying objectivity and control are demonstrated skillfully and orchestrated for all students. Level 3 - Verbal and nonverbal behaviors that indicate affection for students, understanding of students’ backgrounds and interests, and displaying objectivity and control are demonstrated all or almost all of the time. Level 2 - Verbal and nonverbal behaviors that indicate affection for students, understanding of students’ backgrounds and interests, and displaying objectivity and control are demonstrated incorrectly or with parts missing. Level 1 - There are significant deficiencies in using verbal and nonverbal behaviors that indicate affection for students, understanding students’ backgrounds and interests, and/or displaying objectivity and control.
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<u>Personal Reflection Rating:</u> Circle One: 4 3 2 1	Performance Area #10: Communicating High Expectations	<u>Performance Level</u> Level 4 - Demonstrating value and respect, asking in-depth questions, and probing incorrect answers with reluctant learners are skillfully orchestrated. Level 3 - Demonstrating value and respect, asking in-depth questions, and probing incorrect answers with reluctant learners happen all or almost all of the time. Level 2 - Demonstrating value and respect, asking in-depth questions, and probing incorrect answers with reluctant learners are used incorrectly or with parts missing. Level 1 - There are significant deficiencies in demonstrating value and respect, asking in-depth questions, and/or probing incorrect answers with reluctant learners.
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<u>Personal Reflection Rating:</u> Circle One: 4 3 2 1	<u>Performance Area #11:</u> Cultural Competency	<u>Performance Level</u> Level 4 - The teacher consistently demonstrates culturally responsive teaching practices that foster an inclusive, equitable, and affirming learning environment. Instruction intentionally reflects and values students' diverse cultural backgrounds, identities, languages, and experiences. The teacher regularly examines personal biases, adjusts instructional practices based on student feedback and data, and serves as a leader in promoting equity and cultural competence within the school community. Level 3 - The teacher consistently creates a respectful and inclusive classroom where students' diverse backgrounds are acknowledged and valued. Instruction incorporates culturally relevant practices and multiple perspectives. The teacher builds positive relationships with students and families, reflects on personal practice, and makes instructional decisions that promote equitable access and success for all learners. Level 2 - The teacher demonstrates an awareness of cultural diversity and occasionally incorporates culturally responsive practices into instruction. Efforts to build inclusive relationships and address diverse student needs are inconsistent or lack intentionality. Reflection on personal bias and equitable instructional practices occurs but is limited or inconsistently applied. Level 1 - The teacher demonstrates limited understanding or application of culturally responsive practices. Instruction rarely reflects students' diverse backgrounds or experiences, and classroom practices may unintentionally create barriers for some learners. There is minimal evidence of self-reflection regarding cultural competence or equitable instructional practices.
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<u>Personal Reflection Rating:</u> Circle One: 4 3 2 1	<u>Performance Area #12:</u> Professionalism (Look for examples) - Supports district and school-wide improvement efforts - Collaborates with stakeholders - Maintains accurate and timely records - Is punctual to work and meetings - Shares and integrates professional growth opportunities - Dresses professionally and appropriately - Abides by employee handbook Other:	<u>Performance Level</u> Level 4 - In addition to level 3, leads district and school-wide improvement efforts and puts one's own opinion/views aside to do what is in the best interest of students. Level 3 - Complies with district policies, principal directives, and other relevant rules and regulations. Builds and maintains professional relationships with stakeholders. Participates in and contributes to work of district and school
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Crosby-Ironton Teacher Improvement Plan (TIP) Questions and Considerations

Definition:

A TIP is an individually customized improvement plan to be used by teachers to remediate deficiencies identified by their summative evaluations.

Characteristics of a Workable TIP:

- The identified deficiencies are clearly identified, explained, and documented
- The required remediation action(s) is/are specific and measurable
- The remediation timeline is appropriate to the identified deficiency (see Consideration #1 below)
- The responsibility for providing remediation assistance is shared by both the exclusive representative and the school district (see Question #3 below)
- The next step(s) following completion of the TIP is/are highlighted (see Question #5 below)

Questions:

1. What deficiency(ies) the placement of a teacher into a TIP?
2. Who develops the TIP:
 - a. Is the TIP developed unilaterally by the summative evaluator?
 - b. Is the TIP developed jointly by the summative evaluation and the teacher?
 - c. Is the TIP developed by someone other than the summative evaluation and the teacher?
3. What responsibilities does the district have to provide remediation assistance, and what responsibilities does the exclusive representative have to provide such assistance?
4. Who is responsible for determining if the teacher has successfully remediated or not?
5. What is the next step if the teacher successfully completes the TIP or does not?

Considerations:

1. If the identified deficiency(ies) is/are serious enough to warrant possible termination should the teacher not remediate it/them, the timeline should be 6 to 9 months in length in order to comply with existing arbitrators' decisions and case law; on the other hand, if the deficiency(ies) does/do not rise to the level of possible termination, the remediation time can be less.
2. As a teacher progresses through a TIP, the plan itself may need to be modified, and a process should be in place to address said modification.

Additional training and/or resources may be necessary in order to implement a valid remediation process.

Outcome of the Teacher Improvement Plan (TIP)

Date:

To:

From:

Re: Outcome of Your Placement on a Teacher Improvement Plan (TIP)

On DATE you were notified of your placement on a TIP for cited performance deficiencies. Performance improvement expectations were also provided, along with suggested plan(s) and timeline(s) for their accomplishment.

A. Outcome(s) of Teacher Improvement Plan goals:

B. Comments on teacher's overall performance:

As a result of your performance under the Teacher Improvement Plan, the following recommendation is made:

I have reviewed this outcome of the Teacher Improvement Plan document with the teacher:

Administrator:

Date:

I have reviewed this Outcome of the Teacher Improvement Plan document with my administrator:

Teacher:

Date:

I have reviewed the Outcome of the Teacher Improvement Plan document:

Superintendent:

Date: