

# Northland Community Schools TDE Plan

Updated in 20254



# Overview of the Teacher Development and Evaluation Plan (TDE)

During a special session in the summer of 2011 (and updated in 2013), the Minnesota Legislature passed new statewide TDE requirements. Under the requirements, all public school districts in Minnesota must have a TDE that meets statutory requirements in place by the 2023-24 school year. The plan could be locally developed by school boards and teachers or it could be the state plan or a hybrid of the state plan with locally determined elements. The school board and the teachers' union must agree and document the components and implementation of the plan.

According to the statute, the plan must include:

- a three-year professional review cycle with a summative evaluation in the third year, an individual growth and development plan, a peer review process and the opportunity to participate in a professional learning community;
- support and evaluation of all probationary teachers;
- professional teaching standards;
- an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth;
- state or local measures of student growth as a component of the teacher evaluation, as well as longitudinal data on student engagement and other student outcome measures aligned with the curriculum for which teachers are responsible, and
- a teacher improvement process for teachers not meeting professional standards that includes established goals and timelines with appropriate discipline for teachers not making adequate progress.

## Purpose

The purpose of Teacher Development and Evaluation (TDE) is for educators to set professional goals, collaborate to refine professional practices, and reflect on their work to ensure a positive impact on student learning. Educators participate in a three-year evaluation cycle with multiple opportunities for reflection, feedback and professional development.

Northland Community Schools - ISD 118 and Northland Remer Education Minnesota (NREM) collaborated to create a local plan for TD&E to promote educator development and student learning. An effective TDE system was created to meet Minnesota Statute 122A.40 and includes five components which all culminate in a Summative Evaluation. All educators under the NREM bargaining contract participate in TDE.

The primary purpose of teacher evaluation is to foster professional growth and development, operating within a framework of collaboration and trust. The main outcome of such evaluation is improved student learning through strengthened educator practices.

A TDE Oversight Committee was established to assist in determining modifications for the TDE plan. At least one of the members must be a Northland Remer Education Minnesota (NREM) officer. The committee will be co-chaired by one NREM member and one administrator.

## Model of Instruction

Northland's Model of Instruction is based on The New Art and Science of Teaching. Marzano identifies ten design areas within three categories of teaching that form a road map for teachers' lesson and unit planning. Within these ten design areas, Marzano explores forty-three categories of instructional strategies that contain more than 330 specific classroom strategies educators can implement for optimal student learning.

Northland's Instructional Model	
Categories of Instruction	Instructional Design Areas
Feedback	Providing and Communicating Clear Learning Goals
	Assessment
Content	Direct Instruction Lessons
	Practicing and Deepening Lessons
	Knowledge Application Lessons
	Strategies That Appear in All Types of Lessons
Context	Engagement
	Rules and Procedures
	Relationships
	Communicating High Expectations

Feedback	Content	Context
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<p><b>Providing and Communicating Clear Learning Goals</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Providing scales and rubrics</a></li> <li>2. <a href="#">Tracking student progress</a></li> <li>3. <a href="#">Celebrating success</a></li> </ol> <p><b>Using Assessments</b></p> <ol style="list-style-type: none"> <li>4. <a href="#">Using informal assessments of the whole class</a></li> <li>5. <a href="#">Using formal assessments of individual students</a></li> </ol>	<p><b>Conducting Direct Instruction Lessons</b></p> <ol style="list-style-type: none"> <li>6. <a href="#">Chunking content</a></li> <li>7. <a href="#">Processing content</a></li> <li>8. <a href="#">Recording and representing content</a></li> </ol> <p><b>Conducting Practice and Deepening Lessons</b></p> <ol style="list-style-type: none"> <li>9. <a href="#">Using structured practice sessions</a></li> <li>10. <a href="#">Examining similarities and differences</a></li> <li>11. <a href="#">Examining errors in reasoning</a></li> </ol> <p><b>Conducting Knowledge Application Lessons</b></p> <ol style="list-style-type: none"> <li>12. <a href="#">Engaging students in cognitively complex tasks</a></li> <li>13. <a href="#">Providing resources and guidance</a></li> <li>14. <a href="#">Generating and defending claims</a></li> </ol> <p><b>Using Strategies That Appear in All Types of Lessons</b></p> <ol style="list-style-type: none"> <li>15. <a href="#">Previewing strategies</a></li> <li>16. <a href="#">Highlighting critical information</a></li> <li>17. <a href="#">Reviewing content</a></li> <li>18. <a href="#">Revising content</a></li> <li>19. <a href="#">Reflecting on learning</a></li> <li>20. <a href="#">Assigning purposeful homework</a></li> <li>21. <a href="#">Elaborating on information</a></li> <li>22. <a href="#">Organizing students to interact</a></li> </ol>	<p><b>Using Engagement Strategies</b></p> <ol style="list-style-type: none"> <li>23. <a href="#">Noticing and reacting when students are not engaged</a></li> <li>24. <a href="#">Increasing response rates</a></li> <li>25. <a href="#">Using physical movement</a></li> <li>26. <a href="#">Maintaining a lively pace</a></li> <li>27. <a href="#">Demonstrating intensity and enthusiasm</a></li> <li>28. <a href="#">Presenting unusual information</a></li> <li>29. <a href="#">Using friendly controversy</a></li> <li>30. <a href="#">Using academic games</a></li> <li>31. <a href="#">Providing opportunities for students to talk about themselves</a></li> <li>32. <a href="#">Motivating and inspiring students</a></li> </ol> <p><b>Implementing Rules and Procedures</b></p> <ol style="list-style-type: none"> <li>33. <a href="#">Establishing rules and procedures</a></li> <li>34. <a href="#">Organizing the physical layout of the classroom</a></li> <li>35. <a href="#">Demonstrating withitness</a></li> <li>36. <a href="#">Acknowledging adherence to rules and procedures</a></li> <li>37. <a href="#">Acknowledging lack of adherence to rules and procedures</a></li> </ol> <p><b>Building Relationships</b></p> <ol style="list-style-type: none"> <li>38. <a href="#">Using verbal and nonverbal behaviors that indicate affection for students</a></li> <li>39. <a href="#">Understanding students' backgrounds and interests</a></li> <li>40. <a href="#">Displaying objectivity and control</a></li> </ol> <p><b>Communicating High Expectations</b></p> <ol style="list-style-type: none"> <li>41. <a href="#">Demonstrating value and respect for each learner</a></li> <li>42. <a href="#">Asking in-depth questions of each learner</a></li> <li>43. <a href="#">Probing incorrect answers with each learner</a></li> </ol>
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## Rubric

Instructional elements will be summatively evaluated using the generic scale below.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
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I am unaware of the strategies and behaviors in this element.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I provide scales and rubrics, but I do not monitor the effect on students.	I provide scales and rubrics, and I monitor the extent to which my actions affect students' performance.	I adapt behaviors and create new strategies for unique student needs and situations.
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# Professional Review Cycle

## Overview

Continuing Contract Teachers		
Timeline	Year 1-2	Year 3
Fall	Choose professional goal and complete Individualized Growth and Development Plan	Choose professional goal and complete Individualized Growth and Development Plan
Monthly	Instructional Element Teams meet and reflect	Instructional Element Teams meet and reflect
Fall		Unscheduled observation, feedback via iObservation
Winter		Scheduled observation at a specific day and time, pre- and post-observation
Winter/Spring		Unscheduled observation, feedback via iObservation
Spring	Annual Reflection on Individualized Growth and Development Plan	Annual Reflection on Individualized Growth and Development Plan Summative Evaluation

Probationary Teachers		
Timeline	Year 1	Year 2-3

Fall	Choose professional goal and complete Individualized Growth and Development Plan	Choose professional goal and complete Individualized Growth and Development Plan
<del>Monthly</del> <del>Fall</del>	<del>Instructional Element Teams meet and reflect</del> <del>Instructional-Element Teams Initial-meeting</del>	<del>Instructional Element Teams meet and reflect</del> <del>Instructional-Element Teams Initial-meeting</del>
Fall (First Quarter) <i>Statute requires First 90 Days</i>	Scheduled observation at a specific day and time, pre- and post-observation	Unscheduled observation, feedback via iObservation
Winter	Unscheduled observation, post-observation	Scheduled observation at a specific day and time, pre- and post-observation
Winter/Spring	Unscheduled observation, post-observation	Unscheduled observation, feedback via iObservation
Spring	<del>Annual Reflection on Individualized Growth and Development Plan</del> <del>Summative Evaluation</del> <del>Annual Reflection</del> <del>Summative Evaluation</del>	<del>Annual Reflection on Individualized Growth and Development Plan</del> <del>Summative Evaluation</del> <del>Annual Reflection</del> <del>Summative Evaluation</del>

## Individualized Growth and Development Plan (IGDP)

The Individualized Growth and Development Plan (IGPD) provides an opportunity for educators to choose an area of growth to strengthen their professional practice in order to impact student achievement.

Educators utilize Northland's Instructional Model to determine a goal at the beginning of each school year and reflect upon their goal progress and strategies throughout the school year. Goals and reflections are recorded on iObservation and are shared with the administrative team for ongoing review and communication.

## Cultural Competency

Culturally responsive teaching is a research-based approach to teaching that connects students' cultures, languages, and life experiences with what they learn in school. It raises expectations and makes learning relevant for all students, especially students of color, English language learners, and other underserved groups. It helps create learning

environments that validate and reflect the diversity, identities, and experiences of all students. Culturally responsive teaching raises academic expectations for all learners and promotes an open minded, supportive environment that celebrates cultural differences.

Northland Community Schools has embedded culturally responsive teaching into our NASOT Instructional Model. Examples and resources for cultural responsiveness within each design area and element are found in the NASOT Cultural Responsiveness document.

## **Peer Review Process and Evaluation**

~~This will be developed in cooperation with the Teacher Element Teams for Years 1-2 of Tenured teachers.~~

## **Collaborative Teams**

Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. Collaborative teams work to pursue the answer the to following questions:

1. What do we want students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

## **Instructional Element Teams**

These collaborative teams meet monthly during Professional Learning Days with a focus on professional growth plans. These goals and plans are selected by teachers from Northland's Instructional Model.

## **Student Achievement Teams**

These collaborative teams meet weekly with a focus on student achievement goals. Teams are grouped by grade level and/or content area.

## **Student Engagement**

This will be embedded into our Instruction Element Teams and reflected upon in the Individual Growth and Development Plans. ~~developed in cooperation with Northland's Instructional Model and teacher union.~~

# Student Growth Measures

This will be developed in cooperation with Northland's Instructional Model and teacher union.

## Summative Evaluation

The summative evaluation occurs once every three years for a continuing contract educator and every year for probationary teachers. The evaluation is based on multiple instructional and professional experiences and is **not** based on a single classroom/job observation. The summative evaluation brings together all components of TDE:

- Individualized Growth and Development Plan
- Student Engagement Data\*, as addressed by Instructional Element Teams
- Student Growth Measures\*, as addressed by Student Achievement Teams
- Observations, as noted in the above tables

## Portfolio

Northland Community Schools will give all teachers the option to submit a portfolio of evidence for a summative evaluation. Evidence must be considered by a summative evaluator. This will include a teachers' own performance assessment based on student work and evidence of teachers' work, which may include videos among other activities for the summative evaluation. These artifacts will be based on Northland's Instructional Model. Teachers will be given the opportunity to "showcase" their growth and learning within design areas by providing evidence using these three categories: student actions, student answers to direct questions, and student artifacts. Teachers will provide evidence to support each category.

## Professional Development

Professional development will be planned and organized based on Northland's Instructional Model.

## Teacher Improvement Plan

Teachers will be placed on a Teacher Improvement Plan when administration determines they are not meeting or showing growth on Northland's Instructional Model in a timely manner.

### Steps



## **Step 1: Notifying the Superintendent**

When serious deficiencies remain, after attempts to improve performance have not been successful, the teacher's building administrator should notify the Superintendent. The administrative team then notifies the union representative.

The teacher's building administrator drafts a letter of deficiency. This letter includes the facts, causes for immediate intervention and corrective action.

## **Step 2: Notifying the Teacher**

The letter is presented to the teacher at a meeting; at the request of the teacher, a union representative may attend. Administration will notify the teacher of their right to have union representation present at the meeting.

## **Step 3: Creating the Teacher Improvement Plan**

Following notification of the teacher, the building administrator will create a Teacher Improvement Plan. The Teacher Improvement Plan is based on Northland's Instructional Model and includes the following components:

Performance Goal(s), Action Steps, Data Collection, and Evidence of Progress.

## **Step 4: Presenting the Plan**

The Teacher Improvement Plan is presented to the teacher by the building administrator. All members are present when the plan is shared with the teacher.

The teacher has the opportunity to ask for clarifications and modifications before the plan is implemented.

Before the plan is implemented, all parties should explain and clarify their roles/responsibilities.

## **Step 5: Implementing the Plan**

The Teacher Improvement Plan is implemented by the teacher and the building administrator, as described in the plan to meet the building administrator's identified goals and to support the teacher in completing the steps of the action plan.

## **Step 6: Monitoring the Plan**

The building administrator provides additional monitoring and is responsible for scheduled meetings with the teacher as specified in the plan. The continuing contract teacher may attend at the discretion of the building administrator.

### **Step 7: Determining the Outcome of the Teacher Improvement Plan**

At the conclusion of the Teacher Improvement Plan period, as determined by the timeline in the plan, the administrator will complete the form, Outcome of Teacher Improvement Plan.

The Teacher Improvement Plan cannot be completed until a final meeting occurs with the teacher, the building administrator, the Superintendent, and the union representative.

If goals are not met, disciplinary measures will be imposed, which may include termination and all disciplinary measures in the improvement plan and subsequent discipline is subject to the grievance procedure.

### **Step 8: Maintain Ongoing Support**

After successful completion of the Teacher Improvement Plan process, continued support may be accessed through a support process. The district will offer meaningful support and training as needed.

If goals are met, there will be a monitoring process to ensure the teacher maintains success and the teacher will be placed back on Continuing Teacher supervision status.

# Agreement

## I. PURPOSE

This Agreement is entered into between Northland Remer Education Minnesota and Independent School District No. 118. Northland community schools. The Union and the District are parties to a collective bargaining agreement governing the terms and conditions of employment for teachers employed by the District, pursuant to the Public Employment Labor Relations Act ("PELRA"), Minn. Stat. §179A.01 *et. seq.*

Through joint agreement, the parties have developed a teacher development and evaluation plan and implementation process pursuant to the requirements of Minn. Stat. §122A.40, Subd. 8 ("TDE Plan").

<https://education.mn.gov/mdeprod/groups/educ/documents/basic/cm9k/mdq3/~edisp/prod047173.pdf>

The TDE Plan created by a joint Union-District committee and ratified by the Union's general membership and adopted by the District School Board is detailed in the TDE Plan document, Northland Community School TDE plan, dated May 2013 and as attached and incorporated.

## II. TERM

The TDE Plan will take effect on October 1, 2023. This Agreement will remain in effect until the parties agree to modifications or until one party notifies the other party of its intent to withdraw from the Agreement at the beginning of the next school year. Such notice must be given prior to March 1 of the school year prior to withdrawal. The Agreement will end on June 29<sup>th</sup> following the notification of withdrawal. Both parties understand that the state plan created and published by the Minnesota Department of Education ("MDE") pursuant to Minn. Stat. §122A.40, Subd. 8(c) ("State Plan") will be implemented at that time unless the parties agree on a successor process.

## III. TEACHER

The TDE Plan is applicable to all members of the teacher bargaining unit represented by the exclusive representative.

## IV. TDE OVERSIGHT COMMITTEE.

A joint Union and District TDE Oversight Committee ("TDE Oversight Committee" or "Committee") shall be responsible for overseeing implementation of the TDE Plan including the process to move from the current teacher development, evaluation, or peer review process used in the District.

- A. Members.** The Committee will consist of the District Leadership Team, including a Union representative and a District-appointed representative.
- B. Meetings.** The Committee must meet at least one time during each school year. Summer meetings may be scheduled if necessary. If a meeting is scheduled during a school day, the District shall pay the cost of any necessary substitutes and staff.
- C. Additional Duties.**
1. The Committee will advise on the budget related to TDE expenditures in cooperation with the Staff Development Team. Financial reports will be available to the Committee at the request of a member.
  2. The Committee will work to ensure that communications about the TDE Plan to teachers and administrators occurs in a timely and consistent manner.
  3. The Committee will review any statutory changes to the requirements in Minn. Stat. §122A.40, Subd. 8 and any changes to the State Plan, if applicable, and make recommendations to the District and Union on modifications to the TDE Plan.
  4. The Committee will discuss and address any inquiries regarding the TDE Plan by MDE.

## **V. COMPENSATION.**

Compensation for duties or positions associated with the TDE Plan and the TDE Oversight Committee will be paid in accordance with the collective bargaining agreement between the parties.

## **VI. GRIEVABILITY**

The parties agree that this Agreement and items incorporated herein will be processed in accordance with the grievance process of the collective bargaining agreement between the parties.

Signatures below signify agreement by all parties:

_____ School Board Chair	_____
_____ Superintendent	_____
_____ Local Union President	_____