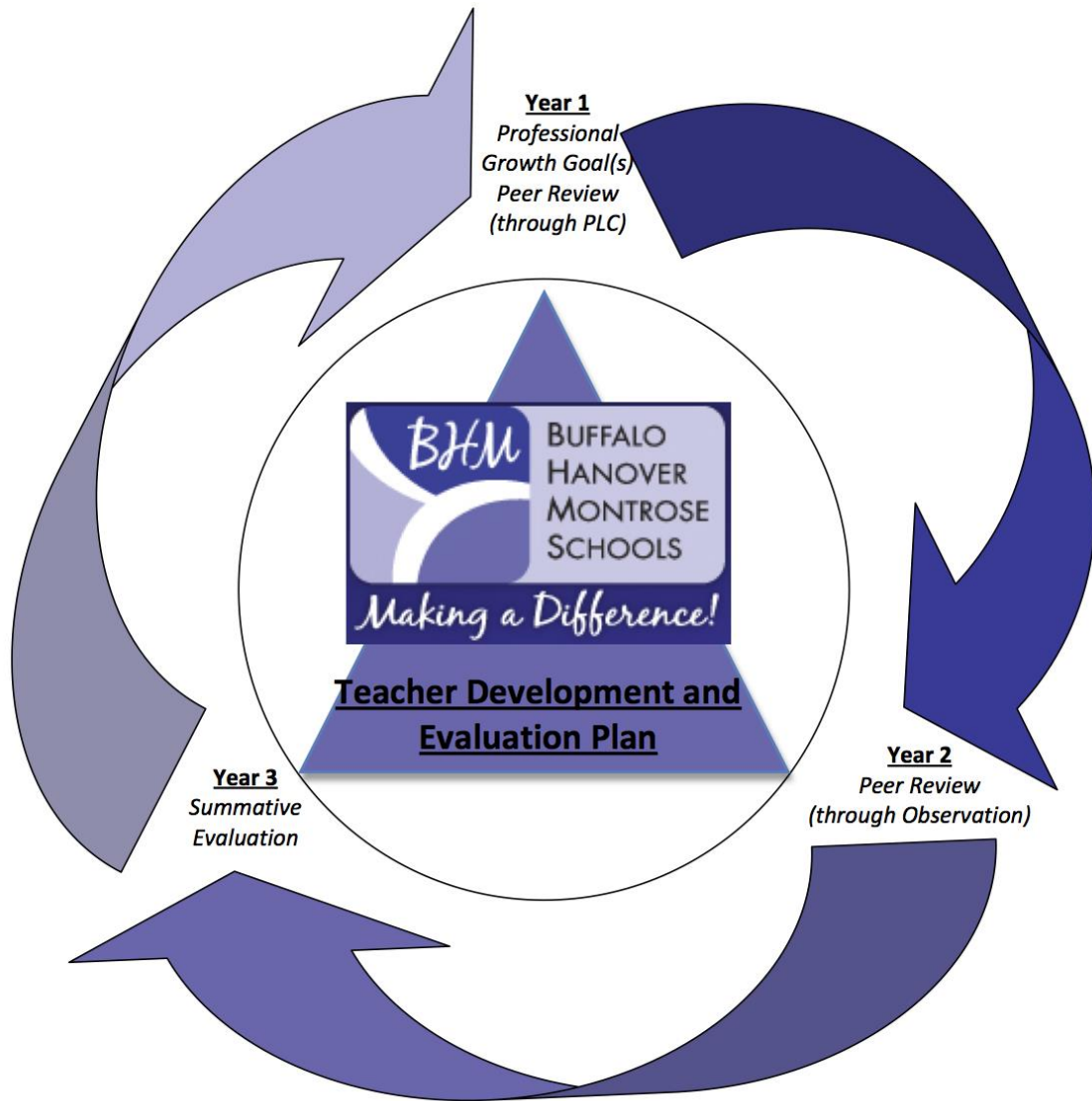


Buffalo-Hanover-Montrose District #877

Teacher Development and Evaluation Plan

“Making a difference by preparing all students for a successful future in a changing world.”



Developed jointly by representatives of the Buffalo-Hanover-Montrose School Board and Buffalo-Hanover-Montrose Educators to fulfill Minnesota State Statute 122A.40

Revised 08/2015



Buffalo-Hanover-Montrose District #877

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	<p align="center">Buffalo-Hanover-Montrose District #877</p> <p align="center">Summary of Minnesota State Statute 122A.40</p> <p align="center"><i>“Making a difference by preparing all students for a successful future in a changing world.”</i></p>
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Evaluation Requirements per Minnesota Statute 122A.40

The 2011 legislature enacted laws that establish teacher accountability requirements beginning in the 2014-15 school year. The teacher accountability laws allow a school board and the exclusive representative of the teachers to jointly agree to an annual teacher evaluation and peer review process for probationary and non-probationary teachers. Annual teacher evaluations are designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success.

All annual teacher evaluations must satisfy 12 criteria:

- Provide the requisite evaluations for probationary teachers.
- Establish a three-year professional review cycle for each teacher that includes a growth and development plan, peer review, the opportunity to participate in a professional learning community, and at least one summative evaluation performed by a qualified and trained evaluator
- Be based on professional teaching standards
- Coordinate staff development activities with the evaluation process and outcomes
- Perhaps allow school time for coaching and collaboration
- Perhaps include mentoring and induction programs
- Allow teachers to present a portfolio demonstrating evidence of reflection and professional growth that includes teachers’ own performance assessment
- Use an agreed-upon teacher value-added assessment where value-added data are available and state or local student growth measures where value-added data are unavailable as a basis for 35 percent of teacher evaluation results
- Use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum for which teachers are responsible
- Require qualified and trained evaluators to perform summative evaluations
- Give teacher not meeting professional standards the support to improve with established goals and timelines
- Discipline a teacher who does not adequately improve



Definitions

“Making a difference by preparing all students for a successful future in a changing world.”

Definitions:

Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching

The 2nd edition book that is the basis of the Summative Evaluations that is founded in professional teaching standards.

Individual Growth and Development Plan

A plan established by an educator to meet a goal for professional growth and development.

Improvement Plan

A formal process set-up and established by administration in the event an educator has shown a need for growth or improvement outlined in their professional teaching standards

Growth Measures

The results from the Performance Series (Grades 2-9), Minnesota Comprehensive Assessment III (Grades 3-8, 10-11) and ACT/SAT (Grade 11) used in the evaluation of an educator.

Mentoring and Induction Program

A formal program established for all probationary educators.

Observation Summary

The overall evaluation of the walkthroughs based on Charlotte Danielson.

Portfolio

A collection of evidence demonstrating practice, student engagement, student learning and achievement that **may** be submitted and **may** be used in a summative evaluation.

Peer Review

A formal process where one educator, a qualified and trained evaluator observes, discusses, reflects and provides feedback to another educator to help students achieve better results

Professional Learning Community (PLC)

A group of educators committed to working collaboratively in an ongoing, formal process to achieve better results for the students served.

Summative Evaluation

Evaluation based on Observation Summary (65%) and student growth measures (35%)

Walkthroughs

A short, formal observation performed by a Site Administrator during the third year which will be used to create an Observation Summary



Overview for Continuing Contract Educators

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Below is an overview to the steps of the Teacher Development and Evaluation Plan for continuing contract educators.

Year One

During the first year on the continuing contract cycle, educators will establish an Individual Growth and Development Plan based on a professional goal that they have established. To work toward this goal, educators will participate in a formal PLC that is tied to their goal and plan. An establishment of a goal and plan for student engagement and connection will also happen during the first year. Administrators may also conduct non-evaluative walkthroughs.

****Note:** Thirty-Five percent (35%) of an educator's summative evaluation in the third year will be based on district-wide student growth measures (not individual results). This data is based on three-years of trend data which start during the first year.

Year Two

Educators will participate in a formal Peer Review. Educators will find a peer to conduct a Peer Review based on the second (The Classroom Environment) and third (Instruction) domains of Charlotte Danielson. After the observation, peers will discuss, reflect and provide feedback. Educators will continue their student engagement and connection goal from year one. The second year of the trend data is collected during this year. Administrators may also conduct non-evaluative walkthroughs.

Year Three

Educators will receive their summative evaluation by a school administrator. Administrators will use Charlotte Danielson and provide feedback through a narrative and an assessment of the twenty-two sub-domains. This feedback will come from approximately ten walkthroughs conducted over the course of the third year. Educators may wish to offer a portfolio of evidence to supplement an observation. This Observation Summary will account for 65% of the summative evaluation. The other 35% of the summative evaluation will be based on the three years of trend-data based on the student growth measures**.



Overview for Probationary Educators

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Below is a guide to the steps of the Teacher Development and Evaluation Plan for educators on in their probationary years.

Year One

During the first year, a probationary educator will participate in an induction program, a mentorship program and have a formal observation by an administrator. The number of evaluations is based on the days of teaching service. The induction program will include eight additional days of service for professional development, district required meetings or otherwise agreed upon duties. The probationary educator will also work with a mentor as established in the mentorship program. At the end of year one, an educator’s principal will make a recommendation on further service.

Year Two

As required, probationary educators will continue to participate in the induction program and the mentorship program. The educator will again have the formal observations as set by the days of teaching service. In the second year, a probationary educator will have five additional days of service for professional development, district required meetings or otherwise agreed upon duties. As in year one, the educator’s principal will make a recommendation on further service.

Year Three

The induction program and mentorship program continue in an educator’s third probationary year. The formal observations will continue as well. The educator will also have an additional five days of service. At the end of the probationary period, the educator’s principal will make a recommendation for the future.



Charlotte Danielson's Framework for Teaching

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Charlotte Danielson's **Enhancing Professional Practice: A Framework for Teaching** (2nd edition) will be used as throughout the Teacher Development and Evaluation Plan. Rubrics and further information on each domain are found in the book using the page numbers provided. Alternate rubrics for non-classroom positions begin on page 109.

<u>Domain 1:</u> Planning & Preparation (pg. 43)	<u>Domain 2:</u> Classroom Environment (pg. 64)
A: Demonstrating Knowledge of Content and Pedagogy	A: Creating an Environment of Respect and Rapport
B: Demonstrating Knowledge of Students	B: Establishing a Culture of Learning
C: Setting Instructional Outcomes	C: Managing Classroom Procedures
D: Demonstrating Knowledge of Resources	D: Managing Student Behavior
E: Designing Coherent Instruction	E: Organizing Physical Space
F: Designing Student Assessments	
<u>Domain 3:</u> Instruction (pg. 77)	<u>Domain 4:</u> Professional Responsibilities (pg. 92)
A: Communicating with Students	A: Reflecting on Teaching
B: Using Questioning and Discussion Techniques	B: Maintaining Accurate Records
C: Engaging Students in Learning	C: Communicating with Families
D: Using Assessment in Instruction	D: Participating in a Professional Community
E: Demonstrating Flexibility and Responsiveness	E: Growing and Developing Professionally
	F: Showing Professionalism



Continuing Contract Evaluation Process

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Continuing contract educators are competent staff who are committed to career-long professional growth. With a focus on student learning, continuing contract educators are on a three-year professional growth and development evaluation cycle as established below. An educator will participate in a PLC (B) and Peer Review (C) to work toward their professional growth & development plan (A).

The shaded cells below represent the summative evaluation. The Observation Summary (E) will account for 65% of the summative evaluation at the end of year three. The other 35% is from the student growth measures (F). Educators **may** also submit a portfolio to be used as a part of the summative evaluation (G).

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
PLC Year	Peer Review Year	Summative Evaluation Year
A. Establish Individual Growth & Development Plan with connection to student engagement	A. Review and continue Individual Growth & Development Plan with connection to student engagement	A. Review and continue Individual Growth & Development Plan with connection to student engagement
B. Participate in a formal PLC based on Plan	<i>Continued participation in a PLC</i>	<i>Continued participation in a PLC</i>
	C. Participate in formal Peer Review	
		D. Observation Summary (65%)
E. Student Growth Measures Collection (35%)	E. Student Growth Measures Collection (35%)	E. Student Growth Measures Evaluation (35%)
F. Portfolio (Optional)	F. Portfolio (Optional)	F. Portfolio (Optional)



Individual Growth and Development Plan (Year One - Year Two - Year Three)

“Making a difference by preparing all students for a successful future in a changing world.”

All educators are required to develop an Individual Growth and Development Plan. An Individual Growth and Development Plan is defined as a plan established by an educator to meet a goal for professional growth and development. The plan is developed at the beginning of the three-year cycle and is revised annually by the teacher.

The plan and goal may come from a variety of places including (but not limited to): self-assessments, grade-level goals, Professional Learning Community (PLC) goals, building goals, district goals, personal motivation to acquire new professional skills or knowledge, or summative evaluation.

The plan **must** follow the S.M.A.R.T. format as described in Appendix A1. The plan also **must** be written down and may use Appendix A3. The plan may include: professional development activities, evidence of application in the classroom or PLCs, documentation of collaboration with others, documentation of progress, supports needed.

An educator’s goal and plan should be used to establish membership in a PLC or used in conjunction with a PLC of which the educator is already a member. At the end of each year of the three-year cycle, the educator should review and self-assess the goal. The review and self-assessment should be used to revise the Individual Growth and Development plan.

Steps of the PLC:

- 1) Establish a S.M.A.R.T. goal (Appendix A1) that aligns with the Minnesota Standards of Effective Practices (Appendix A2), Charlotte Danielson Framework (Page 7), and/or annual district or building goal(s).
- 2) Define/Establish the process and timeline to accomplish goal.
- 3) Define resources needed to achieve goal.
- 4) Report of data and reflection on data collected
- 5) Plan going forward

[Appendix A1 \(S.M.A.R.T. Goals\)](#)

[Appendix A2 \(Minnesota Standards of Effective Practices for Teachers\)](#)

[Appendix A3 \(Individual Growth and Development Improvement Plan Template\)](#)



**Professional Learning Community (PLC)
(Year One)**

“Making a difference by preparing all students for a successful future in a changing world.”

A Professional Learning Community is a group of educators committed to working collaboratively in an on-going process to achieve better results for the students served. Educators must use their Individual Growth Plan and Goal to participate in a formal PLC during the first year of the cycle.

PLCs will focus on the following questions:

- 1) What do we want each student to learn?
- 2) How will I know when the student/s have learned it?
- 3) How will I respond when a student (group of students) experiences difficulty in learning
OR when they already know the information?

Optional Forms to Use:

[Appendix B1 \(Goal form for PLCs\)](#)



Peer Review (Year Two)

“Making a difference by preparing all students for a successful future in a changing world.”

Peer Review is defined as a formal observation, discussion, and reflection with peer(s) to achieve better results for the students served. The peer observation will occur during year two of the three year evaluation cycle.

Every educator will be trained at an all-district training to become a qualified and trained evaluator. There will be subsequent review trainings held annually during workshop week in each building by a trained lead peer review staff person or principal for educators in the second year of the evaluation cycle.

Educators are encouraged to select a peer(s) with whom they may engage in reciprocating observations and reflections. The educator and peer(s) will work together to schedule a time during student contact time in which a peer observation may occur. A teacher may conduct the peer observation during a preparation period if desired. The teacher conducting the observation over a prep. period will be compensated as per the master agreement. In the event a substitute teacher is required, the team must work with school administration to schedule an observation. The discussion of each observation will be scheduled before or after the student contact day.

Each educator is required to have a minimum of two peer observations during year two. The observation, discussion and reflection will consist of Domains 2 and 3 of the Danielson Framework (Page 7). Review teams should also take into consideration the educator’s self-identified needs and Individual Growth and Development Plan. No other areas will be discussed without the consent of the observed educator.

Peer Reviewers will use the Peer Review Form (Appendix C1) during the process. This process is not evaluative and will not be used in the year three summative evaluation. The only documentation provided to administration will be a record of when and who participated.

The observed educator reserves the right to disagree with the outcome of the peer review and may have a reassignment of a peer review partner at mid-year if desired. A Peer Review Evaluation form will be used twice a year to rate the effectiveness of the process and reviewed annually by District and Exclusive Representation.

[Appendix C1 \(Pre-Observation\)](#)

[Appendix C2 \(Observation\)](#)

[Appendix C3 \(Post-Observation\)](#)



Student Engagement and Connection (Year One - Year Two - Year Three)

“Making a difference by preparing all students for a successful future in a changing world.”

Student Engagement and Connection examines a student’s commitment to and involvement in learning, which includes academic, behavioral, cognitive, and affective dimensions. Student engagement is influenced by many factors both within and outside the classroom. Teachers influence student engagement through their relationships with students, and the relevance and rigor of their instruction. The Development and Evaluation Plan considers Student Engagement and Connection over the three year cycle.

The Student Engagement and Connection is found under the Individual Growth and Development Plan. The teacher’s goal under the Individual Growth and Development Plan will include a connection to student engagement in their setting. As a way to create longitudinal data around student engagement, the teacher will include at least one measure and one target to relate to the engagement of students.

Educators **may** choose to conduct a student and/or parent survey as they see fit. Educators may use this data to review, assess and adjust their goals. This data **may** be presented during their summative evaluation year three or as a part of the portfolio.



Observation Summary (Year Three)

“Making a difference by preparing all students for a successful future in a changing world.”

Over the course of the third year of the cycle, Site Administrators will conduct walkthroughs. Using the Danielson Framework, administrators will visit classrooms a minimum of ten times over the course of the year for a short five to seven minute observation. These walkthroughs focusing on Domain 2 and Domain 3, along with evidence collected by the administrator in Domain 1 and Domain 4, will be the basis for the written Observation Summary based on the Charlotte Danielson Framework.

Instead of one observation every three years, walkthroughs allow administrators to see a more complete picture of an educator and their teaching. This allows administrators to not just see one good lesson, but can see that good teaching is happening every day in every classroom in every year. It is not expected for an administrator to see all parts of a lesson during a walkthrough, instead they will have objectives that they will be looking for.

Over the course of the walkthroughs, administrators will look for the components included in Domain 2 and Domain 3 of the Charlotte Danielson Framework in the classroom or as agreed upon between the administrator and the educator. The Observation Summary will also include an evaluation of Domain 1 and Domain 4.

Continuing contract teachers will be considered to have met evaluative expectations by demonstrating components of the basic, proficient or distinguished levels on the rubrics of the Danielson Framework.

The evaluation of the educator will consist of a rating in all components of the Danielson Framework. The educator will be evaluated as Meeting Standards or Not Meeting Standards. An educator is considered to be meeting standards if they are at the basic level or higher. The administrator will also write a narrative of what was observed and evaluated in each Domain.

If an educator receives all satisfactory ratings in the components of their Observation Summary, the educator will move to Year One of the Standard Pathway. The Observation Summary will account for 65% of the Summative Evaluation with each of the four Danielson Domains accounting for 25% of the Observation Summary.

If an educator receives one or more unsatisfactory ratings in the components of their Observation Summary and the Site Administrator determines the need for a low-level intervention, the educator will move to Level One of the Alternative Pathway.

If an educator receives one or more unsatisfactory ratings in the components of their Observation Summary and the Site Administrator determines the need for a high-level of intervention, the educator will move to Level Two of the Alternative Pathway.

[Appendix E1 \(Charlotte Danielson Evaluation\)](#)



Student Growth Measures
(Year One - Year Two - Year Three)
“Making a difference by preparing all students for a successful future in a changing world.”

Student growth measures will account for 35% of the summative evaluation. Student growth measures will be based on three-year trend data on the Performance Series (PS) (math and reading), Minnesota Comprehensive Assessments (MCA) (math, reading) and the American College Testing (ACT). Each of the three categories will be scored on a 4-3-2-1 scale (4-Distinguished, 3-Proficient, 2-Basic, 1-Unsatisfactory).

Test	Weight	Grades	Scoring
Performance Series (PS) Math and Reading Fall to Spring Growth	40%	Grades 2-9	4 = 75%+ combined 3 = 70% - 74.9% combined 2 = 65% - 69.9% combined 1 = 50% - 64.9% combined
Minnesota Comprehensive Assessment (MCA) Math and Reading Spring Score	30%	Grades 3-8, 10-11	4 = 70%+ state average 3 = 60% - 69% state average 2 = 50% - 59% state average 1 = less than 50% state average
American College Testing (ACT) Composite Score	30%	Grade 11	4 = 23+ 3 = 20.1 - 23 2 = 18.0 - 20 1 = below 18.0

In the third year of the cycle, all BHM Educators will receive the same score based on the above standards. The score will account for 35% of a educator’s evaluation.

For more information
[Appendix F1 \(35% model examples\)](#)



Portfolio (Year Three)

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Educators **may** wish to submit a portfolio to supplement or enhance the summative evaluation. The educator’s portfolio is a collection of evidence demonstrating practice, student engagement, student learning and achievement. Portfolios also collect reflections on that evidence and reflections on professional growth. An educator has the individual right to submit a portfolio to their evaluator as a source of evidence. A summative evaluator **must** consider portfolio evidence, if submitted, when determining component ratings for a summative evaluation.

Portfolios may contain evidence such as the following:

- Reflective statements
- Evidence of participation in professional learning activities
- Evidence of leadership
- Evidence of collaboration with other educators and with families
- Sample communications to families and other stakeholders
- Self-assessment and peer review forms
- Student work samples
- Examples of teacher work such as lesson plans
- Videos of lessons
- Student data including results of student learning goals

A portfolio is a way for a teacher to submit evidence of practice that may not have been gathered through other activities. For example, a teacher may have received feedback from peer reviewer(s) suggesting that students rarely work in groups. The teacher may respond to that feedback by providing lesson plans documenting when, how often and the effect of students working in groups.

An educator choosing to submit a portfolio should align the evidence collected with the Performance Standards for Teacher Practice (Appendix B1) and their Individual Growth and Development Plan.

[Appendix G1 \(Portfolio Options\)](#)



**Summative Evaluation
(Year Three)**

“Making a difference by preparing all students for a successful future in a changing world.”

Educators will be summatively evaluated based on two components. Sixty-Five percent (65%) of the evaluation will be based on the Observation Summary (page 15). Thirty-five percent (35%) of the evaluation will be based on the student growth measures (page 14).

Using the Observation Summary, the site administrator will give one point for each Domain in which the educator met standards. For example, an educator meeting standards in all four domains will receive 2.6 points towards the summative evaluation. Those points will be added to the result of the student growth measures. An educator will receive 1.95 points if meeting in three domains.

Student growth measures are described on page fifteen (15). Each educator in the third year will receive the same score. For example, if the weighted three year trend-data results in teachers receiving 3.0 points toward the student growth, that will be multiplied by .35 for a total of 0.91 points in the student growth measures level.

Examples:

2.6	+	0.91	=	3.51 (DISTINGUISHED)
Observation Summary		Student Growth Measures		Summative Score
1.95	+	0.91	=	2.86 (PROFICIENT)
Observation Summary		Student Growth Measures		Summative Score

The Observation Summary and the student growth measures will be added together for a score of 3.51 and the teacher will receive a distinguished rating.

The following is the range of scores required for each level:

Distinguished	Proficient	Basic	Unsatisfactory
3.4 and above	2.75 - 3.39	2.00 - 2.74	Below 2.0

[Appendix H1 \(Summative Evaluation Examples\)](#)



Alternative Pathway

“Making a difference by preparing all students for a successful future in a changing world.”

In the event that an educator is not proficient in one or more areas, they will be placed on an alternative pathway. An educator placed on an alternative pathway will have opportunities to return to the standard pathway after showing a correction of non-proficiencies.

Level One: Building Level Pathway

For educators not showing proficiency in one or more components of the Charlotte Danielson Framework, an educator will be placed onto the Level One Pathway. On the Level One Pathway, an educator will work with the building administrator, union representation (if desired) and a peer coach (if desired). Level One will take place as an addition to the responsibilities of a Year One continuing contract educator. The following steps will be followed:

1. Development of a Building Level Pathway

Within five working days of notification from the Site Administrator, the teacher will hold a supervised assistance planning meeting. At the initial meeting, a plan will be written that includes:

A. Statement of the Observed Problem

B. Corrective Strategies / Assistance Options

Assistance may include resource materials, peer assistance, professional development opportunities, working with an instructional mentor, etc.

C. Timeline for Correction of the Problem (Should not exceed one calendar year)

D. Desired Results

2. Resolution / Progress

At the completion of the Building Level Pathway, a review conference will be held to determine whether the teacher has successfully met the established objectives.

- a. If the Site Administrator decides that sufficient progress has been made toward meeting the established objectives, the teacher will return to the standard pathway. Performance in the area(s) of concern will continue to be monitored for one year.
- b. If sufficient progress has been made at the building level, documentation will remain at the building level.
- c. If satisfactory progress is not being made, the teacher will be referred to the District Intensive Assistance Program and documentation will be placed in the teacher’s personnel file at the District Office.

Level Two: District Level Pathway

Level Two may be for educators failing to show progress in Level One or educators with multiple areas of non-proficiencies. At Level Two, educators will work with building administration, district

administration, union representation (if desired). In the event an educator is placed on Level Two, the Superintendent and Education Minnesota: Buffalo will be notified immediately and the teacher will receive a letter to advise him/her that improvement in performance must be demonstrated, or the result will be possible termination of employment.

1. Development and Implementation of the District Level Pathway Plan

Within five (5) working days of notification, the teacher and evaluator will meet to write an assistance plan that will include:

A. Explicit statement of the problem: The notice must be specific as to the area(s) of concern and why it is considered unsatisfactory performance.

B. Identification of the specific behaviors and Expected Level(s) of Performance

C. Teacher Actions with stated timelines defining the amount and kind of assistance and the frequency of observations and conferences. Oral reports of observations shall be provided to the teacher within three (3) days of each observation followed by a written report within five (5) working days of the observation.

D. Assistance Options: The evaluator is to offer reasonable assistance so that the teacher can improve his/her performance in the area(s) that was considered unsatisfactory. This assistance may include positive suggestions, resource materials, professional development opportunities, referral to an instructional mentor for peer assistance, or other mutually agreeable actions that might benefit the teacher.

E. Timeline: A timeline, not to exceed 100 semester days, which allows the teacher adequate opportunity to improve his/her performance, must be stated. The evaluator has the responsibility to monitor the teacher's progress in achieving the objectives established for performance improvement.

2. Resolution / Progress

At the completion of the District Level Pathway Plan, the evaluator will determine whether the teacher has successfully met the established objectives. A copy of the documentation will be placed in the teacher's personnel file. The evaluator then has three options:

- a. If the evaluator decides that sufficient progress has been made toward meeting the established objectives, the teacher will be monitored for one calendar year and if progress continues they will be referred back to the standard pathway.
- b. If the evaluator decides that sufficient progress has been made toward meeting the established objectives, but performance does not yet meet district standards, a recommendation for continuation of the District Level Pathway may be made.
- c. If unsatisfactory performance has persisted, the evaluator will initiate termination procedures.

Level Three: Discipline

If the educator does not make adequate process in Level One and Level Two of Alternative Pathway, educators may be moved to Level Three. Site administrator and district administration may determine the need to move directly to Level Three for serious issues. Discipline may include a letter of deficiency, last chance warning, written reprimand, suspension, termination, discharge,

nonrenewal, transfer to a different position, a leave of absence, or other discipline determined to be is appropriate.


[Appendix II \(Grounds for Termination and/or Immediate Discharge\)](#)

	<p align="center">Buffalo-Hanover-Montrose District #877</p> <p align="center">Table of Contents (Appendices)</p> <p align="center"><i>“Making a difference by preparing all students for a successful future in a changing world.”</i></p>
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Appendix A1

	<p><u>S.M.A.R.T. Goals</u></p> <p><i>“Making a difference by preparing all students for a successful future in a changing world.”</i></p>
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S: Strategic and Specific

M: Measurable

A: Attainable

R: Results-oriented


T: Time-bound

Conzemius, Anne, and Jan O'Neill. *The Handbook for SMART School Teams*. Bloomington, IN: National Educational Service, 2002. Print.

Example S.M.A.R.T. Goals:

- By Spring 2015, 80% or more of the first graders will perform at or above Level H of the LBD benchmarks.
- During this school year, targeted students scoring below 80% on the pre-assessment will improve their score by 15 points on the post assessment.
- By the conclusion of the 2015-2016 school year, 80% or more of my students will demonstrate proficiency in all writing standards as assessed through the departmental narrative, informative, and argumentative writing rubrics.
- As measured by the 2015 MCA test, 80% or more of my students will achieve a topic development score of 4 or higher on the Long Composition Section.
- Increase the percentage of students achieving the proficiency target on each strand of our final assessment from 81% last year to at least 90%.
- We will increase the percentage of students passing our course by at least 10% from last year to this year.

Appendix A2

	<p><u>Minnesota Standards of Effective Teaching</u></p> <p><i>“Making a difference by preparing all students for a successful future in a changing world.”</i></p>
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The summarized version of the Standards of Effective Teaching (with Danielson correlation).

Standard 1, Subject Matter. (Danielson 1a, 1e)

Understand the central concepts, tools of inquiry, and structures of the disciplines taught & create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2, Student Learning. (Danielson 1b)

Understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.

Standard 3, Diverse Learners. (Danielson d2)

Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

Standard 4, instructional strategies. (Danielson 1c)

Understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Standard 5, learning environment.

Use an understanding of individual/group motivation & behavior to create learning environments that encourage positive social interaction, active engagement and self-motivation.

Standard 6, communication. (Danielson D3, D4c)

Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7, planning instruction.

Plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8, assessment.

Understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.


Standard 9, reflection and professional development. (Danielson D4)

Be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Standard 10, collaboration, ethics, and relationships.

Communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

Appendix A3

	<p><u>Individual Growth and Development Plan</u> <u>(S.M.A.R.T. Goal Format)</u> <i>“Making a difference by preparing all students for a successful future in a changing world.”</i></p>
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Name _____ Date _____ Year 1 2 3

Site Goal:

Individual Goal:

Connection to student engagement:

How might student engagement increase as a result of working towards your goal?


Measures:	Targets:
1.	1.

At least one measure and one target must relate to student engagement.

Strategies	Person(s) Responsible	Timeline
1.		

The Individual Growth and Development Plan is due to your principal by October 15th.

Appendix B1

	<p>Professional Learning Community (PLC) Goal Form <u>(S.M.A.R.T. Goal Format)</u> <i>“Making a difference by preparing all students for a successful future in a changing world.”</i></p>
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PLC _____ School Year _____ - _____

PLC Members

Site Goal:

PLC Goal:

Supporting Data/Baseline Data (The purpose of this section is to show need for the PLC goal)

Measures:	Targets:
1.	1.


Strategies	Person(s) Responsible	Timeline
1.		

PLC Meeting Log:

Date	Focus	Next Steps	Members Present
Sept. ____			
Sept. ____			
Oct. ____			
Oct. ____			
Nov. ____			

Nov. ____			
Dec. ____			
Dec. ____			
Jan. ____			
Jan. ____			
Feb. ____			
Feb. ____			
March ____			
March ____			
April ____			
April ____			
May ____			
May ____			

Appendix C1

	<p><u>Peer Review Pre-Observation Form</u></p> <p><i>“Making a difference by preparing all students for a successful future in a changing world.”</i></p>
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Use this form during the pre-observation with your peer reviewer. Use this to establish the focus of the observation. Discuss components for which you are seeking feedback.

Domain 2: The Classroom Environment (Choose 2 or 3 elements)

- 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 3: Instruction (Choose 2 or 3 elements)

- 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

Connection to Individual Growth and Development Plan

(How does this lesson or strategy connect to the teacher’s plan?)


Appendix C2

	<p style="text-align: center;"><u>Peer Review Observation Form</u></p> <p style="text-align: center;"><i>“Making a difference by preparing all students for a successful future in a changing world.”</i></p>
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Use this form during the observation. Use what was established in the pre-observation meeting as a focus of your observation.

<u>Observations</u>	<u>Danielson Component</u>
<p><i>Example: Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>3c</p> <hr/>

Appendix C3

	<p><u>Peer Review Post-Observation Form</u></p> <p><i>“Making a difference by preparing all students for a successful future in a changing world.”</i></p>
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Use this form during the post-observation. Using what was established in the pre-observation meeting and what was seen and heard during the observation, share your observations.

The observed educator will confirm with the site administrator then the two observations are completed. The peer reviewer will give the completed form to the observed educator.

Domain 2: The Classroom Environment

- 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


Observations:

Domain 3: Instruction

- 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

Observations:

Appendix E1

	<p><u>Continuing Contract Evaluation Form</u> Year 3 <i>“Making a difference by preparing all students for a successful future in a changing world.”</i></p>
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Directions: Check the box that applies and complete the narrative

Meets Standards: Basic, Proficient, Distinguished (based on the Danielson Framework)

Not Meeting Standards: Unsatisfactory (based on the Danielson Framework)

Domain 1: Planning and Preparation	Standard Level	
	Met	Not Met
1a. Demonstrating Knowledge of Content Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>
1b. Demonstrating Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>
1c. Selecting Instructional Goals	<input type="checkbox"/>	<input type="checkbox"/>
1d. Demonstrating Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>
1e. Designing Coherent Instruction	<input type="checkbox"/>	<input type="checkbox"/>
1f. Assessing Student Learning	<input type="checkbox"/>	<input type="checkbox"/>

Narrative:

Domain 2: The Classroom Environment	Standard Level	
	Met	Not Met
2a. Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>
2b. Establishing a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>
2c. Managing Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>
2d. Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>
2e. Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>

Narrative:

Domain 3: Instruction	Standard Level	
	Met	Not Met
3a. Communicating with Students	<input type="checkbox"/>	<input type="checkbox"/>


3b. Using Questioning and Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>
3c. Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>
3d. Using Assessment in Instruction	<input type="checkbox"/>	<input type="checkbox"/>
3e. Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>

Narrative:

<u>Domain 4: Professional Responsibilities</u>	<u>Standard Level</u>	
	Met	Not Met
4a. Reflecting on Teaching	<input type="checkbox"/>	<input type="checkbox"/>
4b. Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>
4c. Communicating with Families	<input type="checkbox"/>	<input type="checkbox"/>
4d. Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>
4e. Growing and Developing Professionally	<input type="checkbox"/>	<input type="checkbox"/>
4f. Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>

Narrative:

Appendix F1

	<p><u>Student Growth Measures</u></p> <p><i>“Making a difference by preparing all students for a successful future in a changing world.”</i></p>
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These are examples using hypothetical results

Example #1:


Result is from the three-year trend data.

Test	Weight	Result	Scoring
Performance Series (PS)	40%	Combined district score: 72%	4 = 75%+ combined <u>3 = 70% - 74.9% combined</u> 2 = 65% - 69.9% combined 1 = 50% - 64.9% combined
Minnesota Comprehensive Assessment (MCA)	30%	Combined district score: 63% state average	4 = 70%+ state average <u>3 = 60% - 69% state average</u> 2 = 50% - 59% state average 1 = less than 50% state average
American College Testing (ACT)	30%	Combined district score: 21	4 = 23+ <u>3 = 20.1 - 23</u> 2 = 18.0 - 20 1 = below 18.0

Using the weight of each test, each educator will receive 1.2 points from the PS, .9 points from the MCA, .9 points from the ACT.

Distinguished	Proficient	Basic	Unsatisfactory
3.4 and above	2.75 - 3.39	2.00 - 2.74	Below 2.0


Appendix G1

	<p><u>Portfolio Options</u></p> <p><i>“Making a difference by preparing all students for a successful future in a changing world.”</i></p>
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An educator has the option to create a portfolio representing their work. These are suggestions of possible artifacts to include in the portfolio:

Class schedules	Seating charts (photo or chart)	Semester and unit plans
Daily lesson plans	Activity descriptions	Classroom rules
Discipline Procedures	Student achievement data	Summative Data
Longitudinal data	Benchmark data	Technology examples
Quizzes	Tests	Assessments
Grade book	Student work examples	Written feedback examples
Student profiles	Handouts or worksheets	Reading lists
Diagrams and photos of room	Parent and student surveys	Logs of parent contact
Samples of parent messages	Video records of student performances	Log of professional activities
Peer observation	Field Trip Records	Parent/Teacher conference records
Student Handbook		

Appendix H1

	<p><u>Summative Evaluation Example</u></p> <p><i>“Making a difference by preparing all students for a successful future in a changing world.”</i></p>
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Example #1:

<u>Student Growth Measures</u> 35%	PS result: 76% MCA result: 58% ACT result: 23	PS score: 4 MCA score: 2 ACT score: 3	4*.40 = 1.6 2*.30 = 0.6 = 3.1 3*.30 = 0.9	3.1*.35 = 1.085
<u>Observation Summary</u> 65%	Planning & Preparation (Met) Classroom Environment (M) Instruction (M) Professional Responsibility (M)	P&P score: 1 CE score: 1 Inst. score: 1 PR score: 1	1*.25 = .25 1*.25 = .25 = 1 1*.25 = .25 1*.25 = .25	4.0*.65 = 2.6

Student Growth Measures = 1.085

+ Observation Summary = 2.600

Total Summative Evaluation = 3.685

Summative Evaluation Level: DISTINGUISHED

Example #2:

<u>Student Growth Measures</u> 35%	PS result: 71% MCA result: 57% ACT result: 20	PS score: 3 MCA score: 2 ACT score: 2	2*.40 = 0.8 2*.30 = 0.6 = 2.0 2*.30 = 0.6	2.0*.35 = 0.7
<u>Observation Summary</u> 65%	Planning & Preparation (Met) Classroom Environment (M) Instruction (M) Professional Responsibility (M)	P&P score: 1 CE score: 1 Inst. score: 1 PR score: 1	1*.25 = .25 1*.25 = .25 = 1 1*.25 = .25 1*.25 = .25	4.0*.65 = 2.6

Student Growth Measures = 0.700

+ Observation Summary = 2.600

Total Summative Evaluation = 3.100

Summative Evaluation Level: PROFICIENT

Distinguished	Proficient	Basic	Unsatisfactory
3.4 and above	2.75 - 3.39	2.00 - 2.74	Below 2.0

Appendix I1



Grounds for Termination vs. Immediate Dismissal

“Making a difference by preparing all students for a successful future in a changing world.”

<u>GROUND</u>S FOR <u>TERMINATION</u>	<u>GROUND</u>S FOR <u>IMMEDIATE DISCHARGE</u>
Minnesota Statute 122A.40, subd. 9	Minnesota Statute 122A.40, subd. 13
A continuing contract may be terminated, effective at the close of the school year, upon any of the following grounds:	A board may discharge a continuing-contract teacher, effective immediately, upon any of the following grounds:
(1) Inefficiency	(1) Immoral conduct, insubordination or conviction of a felony
(2) Neglect of duty	(2) Conduct unbecoming a teacher which requires the immediate removal of the teacher from classroom or other duties
(3) Persistent violation of school laws, rules, regulations, or directives	(3) Failure without justifiable cause to teach without first securing the written release of the school board
(4) Conduct unbecoming a teacher which materially impairs the teacher’s educational effectiveness	(4) Gross inefficiency which the teacher has failed to correct after reasonable written notice
(5) Other good and sufficient grounds rendering the teacher unfit to perform the teacher’s duties	(5) Willful neglect of duty
	(6) Continuing physical or mental disability subsequent to a 12 months leave of absence and inability to qualify for reinstatement in accordance with subdivision 12.

Minnesota Statute 122A.40, Subdivision 9 Grounds for Termination

A contract must not be terminated upon one of the grounds specified in clause (1), (2), (3), or (4), unless the teacher fails to correct the deficiency after being given written notice of the specific items of complaint and reasonable time within which to remedy them.

Minnesota Statute 122A.40, Subdivision 13 Immediate Discharge

Prior to discharging a teacher under this paragraph, the board must notify the teacher in writing and state its ground for the proposed discharge in reasonable detail. Within ten days after receipt of this notification the teacher may make a written request for a hearing before the board and it shall be granted before final action is taken. The board may suspend a teacher with pay pending the conclusion of the hearing and determination of the issues raised in the hearing after charges have been filed which constitute ground for discharge. If a teacher has been charged with a felony and the underlying conduct that is the subject of the felony charge is a ground for a proposed immediate discharge, the suspension pending the conclusion of the hearing and determination of the issues may be without pay. If a hearing under this paragraph is held, the board must reimburse the teacher for any salary or compensation withheld if the final decision of the board or the arbitrator does not result in a penalty to or suspension, termination, or discharge of the teacher.