

Adopted:

## 440 WORLD'S BEST WORKFORCE POLICY

### I. PURPOSE

Crosslake Community Schools (CCS) shall meet all federal, state, and local health and safety requirements applicable.

### II. GENERAL STATEMENT OF POLICY

- A. CCS must develop and implement a teacher evaluation and peer review process to improve, and support qualified teachers and effective teaching practices, improve student learning and success, and provide all enrolled students at CCS with improved and equitable access to more effective and diverse teachers, the annual evaluation process for teachers.
1. Establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, and at least one summative evaluation performed by a qualified and trained evaluator such as a Director. For the years when a tenured teacher is not evaluated by a qualified and trained evaluator, the teacher must be evaluated by a peer review;
  2. Based on professional teaching standards.
  3. Coordinate staff development activities with this evaluation process and teachers' evaluation outcomes.
  4. Provide time during the school day and school year for peer coaching and teacher collaboration.
  5. May include job-embedded learning opportunities such as professional learning communities.
  6. May include mentoring and induction programs for teachers, including teachers who are members of populations underrepresented among the licensed teachers and who reflect the diversity of students who are enrolled at CCS.
  7. Must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth and include teachers' own performance assessment based on student work samples and examples of teachers' work, which may include video among other activities for the summative evaluation;
  8. Must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth and literacy that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results.
  9. Must use longitudinal data on student engagement and connection, and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible, including academic literacy, oral academic language, and achievement of content areas of English learners.
  10. Must require qualified and trained evaluators such as a Director to perform summative evaluations and ensures CCS provides for effective evaluator training specific to teacher development and evaluation.
  11. Must give teachers not meeting professional teaching standards under clauses 1. through 10. support to improve through a teacher improvement process that includes established goals and timelines.
  12. Must discipline a teacher for not making adequate progress in the teacher improvement process under clause 11. that may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a Director determines is appropriate.

The teacher evaluation process does not create any additional employment rights for teachers.

The observation and interview notes of peer coaches may only be disclosed to other school officials with the consent of the teacher being coached.

- B. Consistent with the measures of teacher effectiveness:

1. For students in kindergarten through grade 4, CCS Directors must not place or approve the placement of a student in the classroom of a teacher who is in the improvement process referenced in or has not had a summative evaluation if, in the prior year, that student was in the classroom of a teacher who received discipline unless no other teacher at the school teaches that grade.
  2. For students in grades 5 through 12, CCS Directors must not place or approve the placement of a student in the classroom of a teacher who is in the improvement process or has not had a summative evaluation if, in the prior year, that student was in the classroom of a teacher who received discipline unless no other teacher at the school teaches that subject area and grade.
- C. CCS must adopt a policy, plan, budget, and process to review curriculum, instruction, and student achievement and strive for the world's best workforce.

**Legal References:** Minn. Stat. § 124E.03 Subd. 2(h)i (Applicable Law)