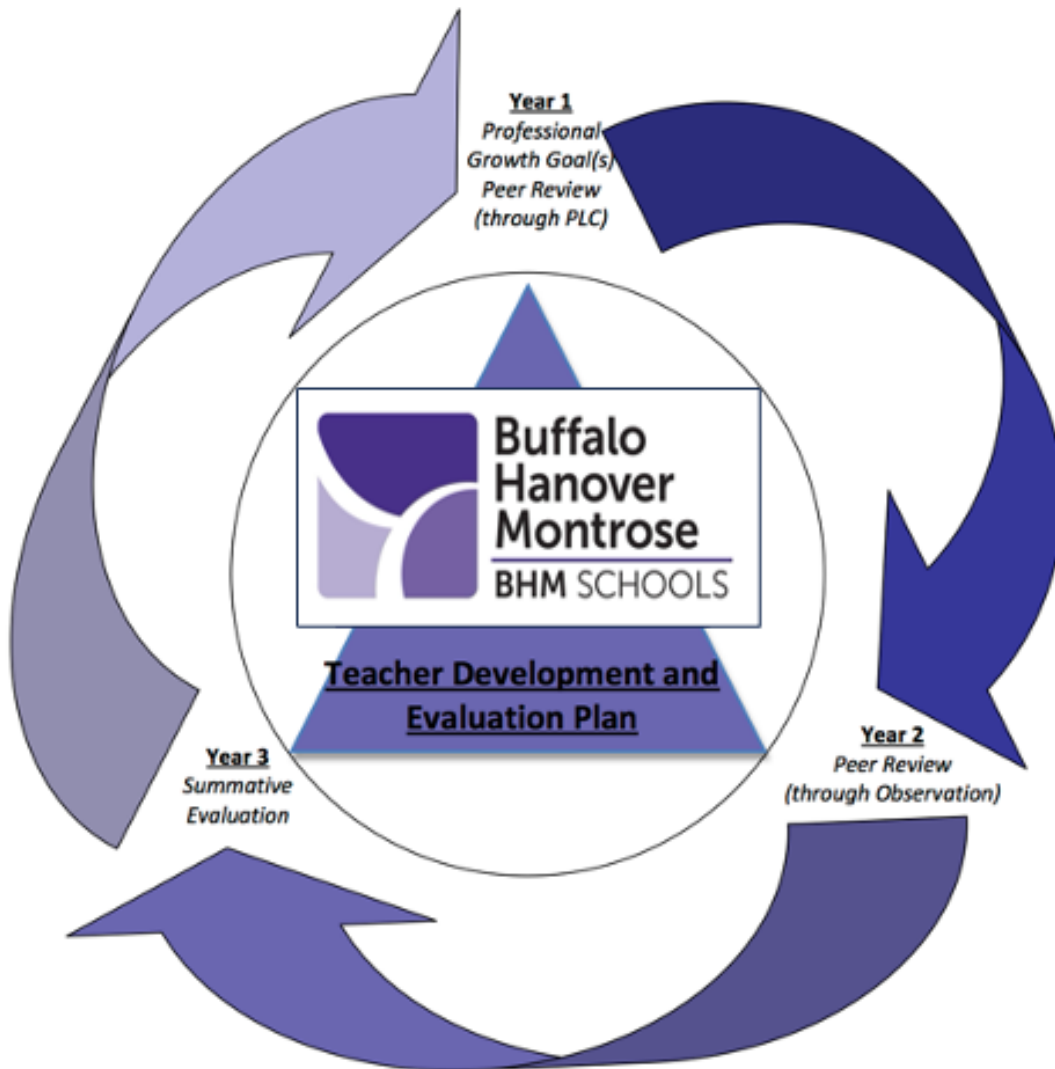


Buffalo-Hanover-Montrose District #877

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 12/2024



Buffalo-Hanover-Montrose District #877

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

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Buffalo-Hanover-Montrose District #877

Summary of Minnesota State Statute 122A.40

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

Evaluation Requirements per Minnesota Statute 122A.40

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 13 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, and at least one summative evaluation performed by a qualified and trained evaluator. 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.
- Must include a rubric of performance standards for teacher practice that: (i) is based on the standards of effective practice in Minnesota Rules, part 8710.2000; (ii) includes culturally responsive methodologies; and (iii) provides common descriptions of effectiveness using at least three levels of performance;
- Coordinate staff development activities with the evaluation process and outcomes
- May allow school time for coaching and collaboration
- May include job-embedded learning opportunities such as professional learning communities;
- May 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 district 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

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

The 3rd edition 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 **district and state required standardized assessments** 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)

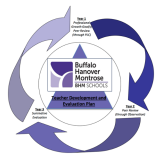
A group of educators committed to working collaboratively in an ongoing, formal process to achieve better results for the students served.

Summative Evaluation

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

Walkthroughs

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



Overview for Continuing Contract Educators

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Year One

Educators will establish an Individual Growth and Development Plan based on a professional goal that they have established which includes student engagement and connection. Educators will participate in a PLC that is tied to their goal and plan. Administrators may also conduct non-evaluative walkthroughs.

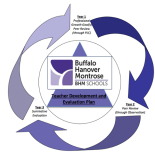
****Note:** Thirty-Five percent (35%) of an educator's summative evaluation in the third year will be based on district-wide student growth measures (not individual results). This data is based on three-years of trend data which start during the first year. These results will not be reflected on the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

Year Two

Educators will participate in a formal Peer Review based on the second (Learning Environments) and third (Learning Experiences) domains of Charlotte Danielson. A pre-observation meeting is held to establish observation expectations. A post-observation meeting will include reflection and feedback. Administrators may also conduct non-evaluative walkthroughs. Educators will participate in a PLC that is tied to their goal and plan.

Year Three

Educators will engage in their summative evaluation by a licensed administrator. Administrators will use the Charlotte Danielson Framework and provide feedback through a narrative and an assessment of the domains. This feedback will include observational data collected through ten walkthroughs conducted over the course of the year. Educators may 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**. Educators will participate in a PLC that is tied to their goal and plan.



Overview for Probationary Educators

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A probationary educator will participate in an induction program, a mentorship program and observations by an administrator. The number of evaluations is based on the days of teaching service. At the end of the year, an educator’s administrator will make a recommendation on further service.

	Charlotte Danielson’s Framework for Teaching <i>“Making a difference by preparing all students for a successful future in a changing world.”</i>
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Charlotte Danielson’s **Enhancing Professional Practice: A Framework for Teaching** (3rd edition) will be used throughout the Teacher Development and Evaluation Plan.

<u>Domain 1:</u> Planning and Preparation <u>Domain 2:</u> Learning Environments	
A: Applying Knowledge of Content and Pedagogy	A: Cultivating Respectful and Affirming Environments
B: Knowing and Valuing Students	B: Fostering a Culture for Learning
C: Setting Instructional Outcomes	C: Maintaining Purposeful Environments
D: Using Resources Effectively	D: Supporting Positive Student Behavior
E: Planning Coherent Instruction	E: Organizing Spaces for Learning
F: Designing and Analyzing Assessments	
<u>Domain 3:</u> Learning Experiences <u>Domain 4:</u> Principled Teaching	
A: Communicating About Purpose and Content	A: Engaging in Reflective Practice
B: Using Questioning and Discussion Techniques	B: Documenting Student Progress
C: Engaging Students in Learning	C: Engaging Families and Communities
D: Using Assessment for Learning	D: Contributing to School Community and Culture
E: Demonstrating Flexibility to Student Needs	E: Growing and Developing Professionally
	F: Acting in Service of Students



Continuing Contract Evaluation Process

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Continuing contract educators are on a three-year professional growth and development evaluation cycle as established below. An educator will participate in a PLC and Peer Review to work toward their professional growth & development plan.

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

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Establish Individual Growth & Development Plan with connection to student engagement	Review and continue Individual Growth & Development Plan with connection to student engagement	Review and continue Individual Growth & Development Plan with connection to student engagement
Participation in a PLC	Participation in a PLC	Participation in a PLC
Participate in Peer Review	Participate in Peer Review	Administrative Walkthroughs
		Observation Summary (65%)
Student Growth Measures Collection	Student Growth Measures Collection	Student Growth Measures Evaluation (35%)
Portfolio (Optional)	Portfolio (Optional)	Portfolio (Optional)



Individual Growth and Development Plan

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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 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 may include: professional development activities, evidence of application in the classroom or PLCs, documentation of collaboration with others, documentation of progress, and support needed.

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



Professional Learning Community (PLC) (Year One)

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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 in each 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?



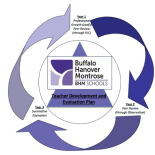
Peer Review
(Continuing Contract Year One & Year Two)
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successful future in a changing world.”*

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 one and year two of the three year evaluation cycle.

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 pre-observation meeting and the post-observation meetings will occur at a mutually-agreed upon time without further compensation. The observation and reflection will consist of Domains 2 and 3 of the Danielson Framework and 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.

This process is not evaluative. The only documentation provided to administration will be a record of when and who participated unless required under Q Comp.

The observed educator reserves the right to disagree with the outcome of the peer review.



Student Engagement and Connection

“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 embedded within the Individual Growth and Development Plan. The teacher’s goal within the Individual Growth and Development Plan will include a connection to student engagement in their setting.

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
(Continuing Contract 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 five to seven minute observation. Site Administrators will communicate with the educator each time a walkthrough has occurred. These walkthroughs focusing on all components of Domain 2 and Domain 3, along with evidence collected by the administrator in all components of 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. It is not expected for an administrator to see all parts of a lesson during a walkthrough.

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. The Observation Summary will account for 65% of the Summative Evaluation. Student Growth Measures accounts for the remaining 35% of the Summative Evaluation.

Summative Evaluation

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.

	Student Growth Measures <i>“Making a difference by preparing all students for a successful future in a changing world.”</i>
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Student growth measures will account for 35% of the summative evaluation. Student growth measures will be based on the previous school year’s data using state and district standardized assessment measures. 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
aReading and aMath Math and Reading <i>Data source: eduCLIMBER Program Evaluation</i>	40%	Grades 2-8	4 = 60% at/above benchmark on both 3 = 60% at/above benchmark in one area 2 = 50%-60% at/above benchmark in both areas 1 = < 50% at/above benchmark in at least one area
Minnesota Comprehensive Assessment (MCA) Math and Reading <i>Data source: MN Report Card</i>	30%	Grades 3-8, 10-11	4 = > state average on both 3 = > state average in one area 2 = < state average < 10% on both 1 = < state average > 10% on both
American College Testing (ACT) Composite Score <i>Data source: eduCLIMBER</i>	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. These results will not be reflected on the individual summative evaluation document, and will be reflected at a district-wide level. The score will account for 35% of an educator’s evaluation per MN Statute 122A.40.

	Portfolio (Continuing Contract Year Three) <i>“Making a difference by preparing all students for a successful future in a changing world.”</i>
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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 professional growth. An educator has the individual right to submit a portfolio to their administrator as a source of evidence. A summative administrator 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 [Minnesota Standards of Effective Practice](#) and their Individual Growth and Development Plan.



Alternative Pathway

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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 identified areas of concern.

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 and documentation will remain at the building level. Performance in the area(s) of concern will continue to be monitored for one year.
- b. If sufficient progress is not being made, the teacher will remain on the Building Level Pathway to be reviewed annually with consideration for further support and intervention on a case-by-case basis.

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 if desired by the teacher and

the teacher will receive a disciplinary 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 administrator 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 administrator 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 must be stated. The administrator 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 administrator 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 administrator then has three options:

- a. If the administrator 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 administrator 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 administrator will consider further actions, which could include written reprimand, suspension, last chance warning, termination, discharge, nonrenewal, transfer to a different position, or other discipline determined to be appropriate. If required under statute, the Professional Educator Licensing and Standards Board will be notified. Further information regarding teacher discipline is outlined in MN Statute 122A.40.