

**Proposed Teacher Development and  
Evaluation Document**

**Duluth Public Schools**

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## Teacher evaluation language:

### State Statute 122A.41 (from the Education Minnesota site)

#### 2011 Special Session Amended 2013

Cities of the First Class (Minneapolis, St. Paul, Duluth and Rochester) are covered by this statute. All other school districts should refer to 122A.40.

This law was printed with mistakes and some of the references are not accurate.

Subd. 5. Development, evaluation, and peer coaching for continuing contract teachers.

(a) To improve student learning and success, a school board and an exclusive representative of the teachers in the district, consistent with paragraph (b), may develop an annual teacher evaluation and peer review process for probationary and nonprobationary teachers through joint agreement. If a school board and the exclusive representative of the teachers in the district do not agree to an annual teacher evaluation and peer review process, then the school board and the exclusive representative of the teachers must implement the plan for evaluation and review developed under paragraph (c). The process must include having trained observers serve as peer coaches or having teachers participate in professional learning communities, consistent with paragraph (b).

(b) To develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success, the annual evaluation process for teachers:

- (1) must, for probationary teachers, provide for all evaluations required under subdivision 5;
- (2) must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, the opportunity to participate in a professional learning community under paragraph (a), and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator;
- (3) must be based on professional teaching standards established in rule;
- (4) must coordinate staff development activities under sections 122A.60 and 122A.61 with this evaluation process and teachers' evaluation outcomes;
- (5) may provide time during the school day and school year for peer coaching and teacher collaboration;
- (6) may include mentoring and induction programs;
- (7) must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with section 122A.18, subdivision 4, paragraph (b), 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 an agreed upon teacher value added assessment model for the grade levels and subject areas for which value added data are available and establish state or local measures of student growth for the grade levels and subject areas for which value added data are not available as a basis for 35 percent of teacher evaluation results;~~ 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 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;
- (10) must require qualified and trained evaluators such as school administrators to perform summative evaluations;
- (11) must give teachers not meeting professional teaching standards under clauses (3) through (10) support to improve through a teacher improvement process that includes established goals and

timelines; and

(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 school administrator determines is appropriate.

Data on individual teachers generated under this subdivision are personnel data under section 13.43.

(c) The department, in consultation with parents who may represent parent organizations and teacher and administrator representatives appointed by their respective organizations, representing the Board of Teaching, the Minnesota Association of School Administrators, the Minnesota School Boards Association, the Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and representatives of the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with research expertise in teacher evaluation, must create and publish a teacher evaluation process that complies with the requirements in paragraph (b) and applies to all teachers under this section and section 122A.41 for whom no agreement exists under paragraph (a) for an annual teacher evaluation and peer review process. The teacher evaluation process created under this subdivision does not create additional due process rights for probationary teachers under subdivision 5.

Teacher Evaluation, Professional Learning Communities (PLCs) Committee

Statute 122A.40

Draft Document January 17, 2014

Proposed Plan-Duluth Public Schools

# Statement on Professional Learning Communities (PLCs) Aligned with Teacher Evaluation

## Statutory Language

- The teacher evaluation process must include trained observers as peer coaches or participation in PLCs.
- The annual evaluation process must include the opportunity to participate in a PLC.

## Description

A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators (MDE, 2013).

## Rationale

“Teachers who feel supported in their own ongoing learning and teaching practice are more committed and effective” (MDE, 2013).

## Purpose

The primary purpose of a professional learning community is to improve student learning. Through professional learning communities, “teachers are continuously revisiting their instruction together, working to tailor practices to match the individual needs of the student population they serve. Instructional capacity improves as teachers share ideas across classrooms” (Solution Tree, 2012). The purpose of PLCs aligns with the District Wide Continuous Improvement Plan and the Reading Well by 3rd Grade legislation.

- Reduce the Achievement Gap
- Sustain Existing High Achievement
- Improve Achievement

In PLCs, teachers collaborate on the development of student learning goals, including creating common assessments, establishing mastery scores, and interpreting student achievement data. PLC teams will assist in the creation or revision of a teacher’s Individual Growth and Development Plan as required by the teacher evaluation legislation.

## Training

“To be effective, PLCs must be embedded in teachers’ daily work and teachers must receive training on the characteristics, focus and norms of effective PLCs” (MDE, 2013). Current ongoing training regarding PLC implementation includes principals and instructional coaches. Most district staff received one day of training on the Solution Tree framework for PLCs. Continued training is necessary.

## Design

Research indicates that the following design of PLCs has the most impact on student achievement:

- Weekly PLCs 60 - 90 minutes including all individuals under the teacher contract
- Elementary
  - weekly PLCs for all grade level teachers
  - weekly PLCs for all content teachers
  - vertical teaming could be included on a regular basis to examine site data and develop site goals
  - cross-curricular teaming to examine site data and develop site goals
- Secondary
  - weekly PLCs for all content teachers
  - vertical teaming could be included on a regular basis to examine site data and develop site goals
  - cross-curricular teaming to examine site data and develop site goals

- PLCs are teacher driven given specific parameters
  - They must be focused on the 4 DuFour questions
  - They must look at student data to inform MTSS: tier 1 instruction and intervention/enrichment
  - They must set SMART goals that are aligned to site and district goals
  - PLC agendas are determined by the PLC teams and team leader
  - PLC discussions follow the need of the curriculum. Teachers discuss question 1 in relation to what they are currently teaching, plan common formative assessments (Question 2), review the assessments (Question 3 & 4), determine instructional strategies, and assess to determine effectiveness.
- PLCs are best implemented within the school day as part of the Master Schedule.
- The 4 DuFour questions must guide the development of PLC forms.
- The research shows the PLCs have significant impact, under specific circumstances, in any area of implementation. How our district configures PLCs should be dependent on the prioritized goals of the District-Wide Strategic Plan.

PLCs that follow the Solution Tree framework and focus on these four questions:

1. What is it that we want our students to know and be able to do as a result of the unit/grade level/course? (Essential learning)
2. How will they demonstrate that they have acquired the essential knowledge and skills? Have we agreed on the criteria that we will use in judging the quality of student work and can we apply the criteria consistently? Are we monitoring each student's learning on a timely basis?(Success indicators)
3. How will we intervene for students who struggle? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
4. What do we do, if they already know it, to enrich the learning for students who are proficient?

The effectiveness of PLC design is dependent on a guaranteed and viable curriculum which includes common assessments, peer coaching specific to instructional strategies aligned to PLCs, and building goals that are aligned with district goals.

*The Teacher Development, Evaluation, and Peer Support Model*. St. Paul: Minnesota Department of Education, 2014. Print.

"Solution Tree." *Solution Tree*. N.p., n.d. Web. 04 Mar. 2014.

# Teacher Evaluation and Individual Growth and Development Plan

## Statutory Language

- The teacher evaluation process must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan

## Teacher Evaluation

The district will continue to employ the Charlotte Danielson observation tool base on her *Framework for Teaching*. Tenured teachers will have summative evaluations in a three-year cycle, and non-tenured teachers will be have administrative evaluations three times a year for three years.

## Individual Growth and Development Plan

The aim is to make the goal setting process as simple and straightforward as possible. The goal setting and reflection process should cover the requirements for reflection for relicensure as well.

With time for collaboration, time for work with student data, and time for reflection, we hope this growth plan will become a meaningful document with a measurable impact of professional development and student achievement.

**Duluth Public Schools**  
**Individual Growth and Development Plan**

(Complete a new form for each goal—staff must have Engagement and Student Growth goals)

Year \_\_\_\_\_

Staff Name \_\_\_\_\_

Current Assignment \_\_\_\_\_

School/Site \_\_\_\_\_

Reviewed/Approved by \_\_\_\_\_

Date \_\_\_\_\_

Check one: Engagement \_\_\_\_\_

Student Growth \_\_\_\_\_

Other \_\_\_\_\_

**1. What do I want to change/improve about my instruction or leadership that will effectively impact student learning? (SMART Goal aligned with District and Site.)**

**2. What is my personal learning necessary to make the change? (Identify support or resources needed, as well as professional development needs.)**

**3. What are the measures of success? (What tools and data are needed to set and measure benchmarks to achieve goal?)**

**End-of-Year Review/Recommendation(s)**

Reviewed by \_\_\_\_\_

Reviewer Signature \_\_\_\_\_

Date \_\_\_\_\_

Staff Signature \_\_\_\_\_

Date \_\_\_\_\_

# Peer Review

## Statutory Language

- The teacher evaluation process must include trained observers as peer coaches or participation in PLCs.; may provide time during the school day and school year for peer coaching and teacher collaboration

## Rationale:

In designing the Peer Reviewer component, it is important to create **a sustainable and systematic structure for growth for every educator in Duluth Public Schools.**

### What will make it sustainable?

- Time during the day must be set aside for pre and post observation discussions between teacher and peer reviewer. Peer reviewer may be a fellow teacher or an instructional coach.
- A “closed loop” between the teacher and the peer reviewer must be provided to ensure privacy, trust and meaningful growth.
- The teacher alone has the right to share information from the peer reviews with outside parties (administrators, other teachers, etc.).
- Reassignment is available if there is a bad fit between peer reviewer and teacher.
- The peer reviewer will follow the same teacher evaluation guidelines as all staff members in the bargaining unit.
- Training must be provided for all involved parties: teachers, instructional coaches, and administrators (Instructional coaches must have the same training as administrators. Instructional coaches will *not* be responsible for summative evaluation, but need to be able to explain the process to teachers.)
- A system with time must be constructed to organize how the growth model will look at each building with direction from building leadership teams with the goal of continuous improvement.
- The district must provide support and time for collaboration.

### What will make it systematic?

- The use of the same tool (Danielson rubric) for all teachers.
- The use of the same tool (Danielson rubric) that will be used by administrators in the three-year evaluation cycle.
- A predictable structure for peer reviews
  - Consistency in timelines
  - Consistency in type(s) of tools that will be used to collect and store information
  - Access to peer review documents and growth plan
- Adequate FTE assigned to support peer reviewers in all buildings.



## **Process for Peer Reviewer:**

### Pre observation

- - **time** to meet prior to a classroom observation
- - teacher selects the domain(s) of focus (Danielson)
- - review the domain rubric and what the observer will be looking for
- - at the time of the pre observation, provide a written contract of the professional responsibilities of both the teacher and the peer reviewer emphasizing the content of the collaboration is **confidential**.
- - schedule the observation

### Observation

- - use observation tool provided by district (Danielson) Insert specific domains into the form
- - provide **time** for the peer teacher to have time to observe a class requested by peer

### Written Reflection/Rubric Assessment

- - **time** to reflect and write commentary aligned with the rubric
- - time to log commentary in collection tool

### Post Debriefing

- - **time** to meet and reflect on the rubric
- - **time** to create new goals and align the observation with personal growth reflection

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# Portfolio

## Statutory Language

- The teacher development and evaluation process “must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth”

## Statement of Purpose

Maintaining a portfolio of professional teaching documents helps to

- reflect our district goal of encouraging lifelong learning,
- provide ongoing focus for our own practices as educators,
- show growth as educators in our current assignments,
- create a way to get into the practice of professional reflection, and
- establish a professional persona.

## Options

Each educator should consult the following list of types of artifacts and consider choosing up to five (5) types of evidence to collect and maintain over his or her three-year cycle of evaluation. Each of the selected pieces of evidence should have a reflective statement indicating the reason for including the evidence in their profile. Administrators shall consult these artifacts as part of the evaluation process.

- Evidence of participation in professional learning activities
- Evidence of leadership--committee membership
- Evidence of collaboration--PLC work
- Evidence of community/extracurricular work in support of classroom objectives (I added this)
- Samples of communications to families
- Self-assessment and peer review forms
- Student work samples
- Examples of teacher work
- Videos of lessons
- Student data including results of student learning goals
- Other

## Recording/Storing Artifacts

- Examples of portfolios will be available in a variety of formats, and for differing areas of licensure by fall 2014.
- The process for saving/uploading artifacts will be provided once a platform is adopted.
  - Additional platforms may include google, livebinder, and efolio

# Student Learning and Achievement – Measures of Student Growth (“The 35%”)

## Statutory Language

- The teacher evaluation process 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 that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results.

## Student Learning Goals

Student Learning Goals (SLG) provides a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or subgroups of students. There are three different types of goals in the proposed plan:

- Shared Performance Goals (whole student population, ex: district, school)
- Class Goals (broad groups of learners, ex: classroom, grade level, content area, case load)
- Targeted Need Goals (specific group of learners, ex: group of 6 students struggling with learning to read )

Goals are based on assessment data, which must be:

- Valid and reliable
- Aligned to standards
- Able to assess growth

When choosing assessments, we must choose those with the highest level of confidence and commonality. The order of assessments from highest to lowest:

- Common state assessments
- Common district assessments
- Common school assessments
- Classroom assessments

Well-written goals include:

- The student population or sample included in the goal
- The standards with which the goal will align
- The assessments that will be used to measure student progress and goal attainment
- The period of time covered by the goal
- The expected growth or outcomes
- The rationale for the expected growth

## Proposed Plan

- All teachers will have a *shared district goal*, as written in the District-Wide School Improvement Plan. Common state assessment data will be used to measure progress; data will be supplied by the district.
- All teachers will have a *shared school goal*, as written in the school’s Site Improvement Plan, which is aligned to the District-Wide School Improvement Plan. State common assessment data will be used to measure progress; data will be supplied to site teams by the district.

- All teachers will have the choice of *class goal* or *targeted need goal*. Goals will be written by the teacher and approved by the evaluator. Teachers will choose a data source relevant to their content area to measure progress; data will be collected by the teacher. Teachers will use common district assessments if approved measures exist in their content area.
- The weighting of the 35% will change in year 2 and year 3, to phase in more emphasis on class goals or targeted need goals, as additional elements of the model are developed (ex: common assessments in each content area).

**Recommended Composition of the 35%**

<b>All Teachers (Except District-Wide Teachers and District-Wide Other Licensed Professionals)</b>			
	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017
Results of district shared performance goal	15%	10%	5%
Results of school shared performance goal	15%	15%	15%
Results of class or targeted need learning goal	5%	10%	15%

<b>District-Wide Teachers and District-Wide Other Licensed Professionals</b>			
	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017
Results of district shared performance goal	30%	25%	20%
Results of class or targeted need learning goal	5%	10%	15%

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# Student Engagement

## Statutory Language

- The teacher evaluation process 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.

Because the statute identifies student engagement separately, 5% of the overall evaluation process will be comprised of student engagement data.

Student Engagement is an element of the Charlotte Danielson model we have adopted as our observation tool. Student engagement will be measured using the Danielson tool.

Danielson’s language on Student Engagement includes:

<b>DOMAIN 3: INSTRUCTION</b>				
<b>Component 3c: Engaging Students in Learning</b>				
Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Activities and assignments</b>	Activities and assignments are inappropriate for students’ age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
<b>Grouping of students</b>	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
<b>Instructional materials and resources</b>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
<b>Structure and pacing</b>	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson’s structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

The accompanying document “Tips for Promoting Youth Engagement In the Classroom,” will aid in identifying ways that student engagement can be observed and encouraged.

## Tips for Promoting Youth Engagement In the Classroom

<b>Relationships</b>	<b>Environment</b>	<b>Empowerment</b>
<ul style="list-style-type: none"> <li>• Greet students at the door Speak to or call each student by name</li> <li>• Invite discussions; be patient &amp; encouraging to English-language learners</li> <li>• Build safety</li> <li>• Make positive statements as often as possible</li> <li>• Accept opinions different than yours</li> <li>• Recognize that trust is reciprocal. Start as an authority figure. Be confident, you can be friendly &amp; still be strict</li> <li>• Be authentic. Be a real person to students</li> <li>• Attend a student event outside the classroom to show your support such as a rally or a dance. Eat in the lunch room or quad with students.</li> <li>• Show concern for students personal active learning</li> <li>• Be FAIR—not prejudiced or disposed to favoritism</li> <li>• Find ways to honor youth for the full range of their achievements &amp; efforts: helping their peers, community service, academic achievements, and effort.</li> <li>• Make eye contact, smile, &amp; greet all students</li> <li>• Invite the principal, VP, or counselor on group presentation days</li> </ul> <p style="margin-top: 20px;"><i>From Engaging Youth: A How-To Guide for Creating Opportunities for Young People to Participate, Lead and Succeed by the REACH Program</i></p>	<ul style="list-style-type: none"> <li>• Emphasize teacher-student interaction</li> <li>• Strengthen the sense of community in the classroom</li> <li>• Ask casual questions about students. They also want to know about you</li> <li>• Explore teaching methods for meaningful student involvement</li> <li>• Listen attentively</li> <li>• Explain things well, coach students, answer questions</li> <li>• Involve students in establishing a set of classroom rules/agreements</li> <li>• Appreciate. Don't put down</li> <li>• Create leadership opportunities in the classroom.</li> <li>• Use cooperative, project based &amp; policy for missing &amp; making-up</li> <li>• Help students connect with each other through class meetings, daily communication circles</li> <li>• Link curriculum to each students personal experiences: photos of family/friends, life goals, ethnic/racial identity, culture, and future dreams in writing assignments</li> <li>• Connect students to books they enjoy possibly something reflective of their community</li> <li>• Communicate about academic performances &amp; discuss options to improve before it's too late</li> </ul>	<ul style="list-style-type: none"> <li>• Give students responsibilities in the classroom</li> <li>• Think of youth as responsible and resourceful</li> <li>• Encourage students to be problem solvers &amp; then accept &amp; honor their solutions</li> <li>• Use a student-led parent-teacher conference model</li> <li>• Provide students links between school &amp; community-based learning experiences</li> <li>• Provide opportunities for students to engage in designing course curriculum</li> <li>• Give students Choices in the classroom: timing of activities, ways to provide evidence of learning</li> <li>• Use students strengthens to help them overcome weaknesses</li> <li>• Help students explore the dynamics of difference in the classroom: research &amp; share histories of various ethnic groups, interview a classmate different than themselves, explore the issues of social justice &amp; oppression in the community</li> <li>• Allow students to determine the growth</li> <li>• homework assignments</li> <li>• Designate an area for students to keep their class binder if they do not need to take it home</li> <li>• Discuss what to expect on quizzes, tests, essays, or projects. Build their confidence &amp; they will rise to the challenge</li> <li>• Treat students like adults not kids. Remember many of them have adult responsibilities like jobs, children, &amp; bills.</li> <li>• Help set priorities. Students, like you, have more than one class</li> </ul>

# Teacher Improvement Plan

## Statutory Language

- The teacher evaluation process must give teachers not meeting professional teaching standards under clauses (3) through (10) support to improve through a teacher improvement process that includes established goals and timelines; and
- The teacher evaluation process 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 school administrator determines is appropriate.

**Focus Improvement Plan:** this is step one for teachers who have a basic or lower rating in one domain as scored by an administrator as part of a summative evaluation.

- Administrative conference following evaluation
- Teacher given check list of resources that are available for that domain including peer coaching, webinars, books, articles
- Self-reflective action plan to include teacher's reflection of where they need to improve and the steps they are willing to take to reach that improvement
- Make changes and reflect on own changes
- Two week time line for improvement
- Minimum of two administrative walk throughs to check for focused improvement in specific domain
- Improvement documented=done
- No improvement=step two Intermediate Improvement Plan

**Intermediate Improvement Plan:** this step is the second step in the focused improvement process, but is Step 1 for a teacher that has a basic or unsatisfactory rating in two or more domains.

All of step one:

- Administrative conference following evaluation
- Teacher given check list of resources that are available for that domain including peer coaching, webinars, books, articles
- Self-reflective action plan to include teacher's reflection of where they need to improve and the steps they are willing to take to reach that improvement
- Make changes and reflect on own changes
- Two week time line for improvement
- Minimum of two administrative walk throughs to check for focused improvement in specific domain.

Plus:

- Mandatory Instructional/peer coach assigned and peer observations
- Action Plan created with Administrator
- Administrative Evaluation to check for domain specific proficiency

**Intensive Improvement Plan:** this step is the third step in a focused intervention and second step in an intermediate improvement plan. Teachers under this plan have not shown improvement in the domains where they received one or more unsatisfactory or basic ratings.

- All supports from step one and step two available to teacher
- Directives for improvement created by administration
- Notify Human Resources
- Letter of deficiency in file from site administrator
- Administrative evaluation the following school year rather than every three years until proficiency is met.
- If annual evaluation still shows deficiency, then a second evaluation from a neutral administrator
- If proficiency is not reached, actions may include:
  - Last chance warning
  - Termination,
  - Discharge,
  - Transfer,
  - Leave of absence, and/or
  - Other disciplinary actions deemed appropriate to address deficiency.

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# Teacher Improvement Plan

**Step #1** **Focus Improvement Plan:** this is step one for teachers who have a basic or lower rating in one domain as scored by an administrator as part of a summative evaluation.

- Administrative conference following evaluation
- Teacher given check list of resources that are available for that domain including peer coaching, webinars, books, articles
- Self-reflective action plan to include teacher's reflection of where they need to improve and the steps they are willing to take to reach that improvement.
- Make changes and reflect on own changes
- Two week time line for improvement

Improvement  
documented: Done

No Improvement:  
Go to Step #2

**Step #2** **Intermediate Improvement Plan:** this is step two in the focused improvement process, but is step one for a teacher that has a basic or unsatisfactory rating in two or more domain.

- Administrative conference following evaluation
- Teacher given check list of resources that are available for that domain including peer coaching, webinars, books, articles
- Self-reflective action plan to include teacher's reflection of where they need to improve and the steps they are willing to take to reach that improvement.
- Make changes and reflect on own changes
- Two week time line for improvement
- Minimum of two administrative walk throughs to check for focused improvement in specific domain.

New Action Taken In Step Two:

- Mandatory instructional/peer coach assigned and peer observations
- Action plan created with administrator
- Administrative evaluation to check for domain specific proficiency

Improvement  
documented: Done

No Improvement:  
Go to Step #3

**Step #3** **Intensive Improvement Plan:** this is step three for a focused intervention and Step two for the intermediate improvement teacher. Teachers under this plan have not shown improvement in the domains where they received one or more unsatisfactory or basic ratings.

- All supports from step one and step two available for teacher

New Action Taken In Step Three:

- Directives for improvement created by administration
- Notify Human Resources
- Letter of deficiency in file from site administrator
- Administrative evaluation the following school year rather than every three years until proficiency is met.
- If annual evaluation still shows deficiency, then a second evaluation from a neutral administrator

If proficiency is not reached after step three actions may include:

- Last chance warning
- Termination,
- Discharge,
- Transfer,
- Leave of absence, and/or
- Other disciplinary actions deemed appropriate to address deficiency.