

DRAFT April 11, 2014
Teacher Development and Evaluation (TDE) Model Comparison
Forest Lake Area Schools Proposal Comparison

Teacher Development and Evaluation Components	FLAS Q Comp Plan	Proposed FLAS TDE Plan	TDE State Model Plan (Default)
Student Engagement	<p>Student Engagement will be monitored regularly during teacher observations using Danielson component 3c. “The lesson, activities, and content are appropriate and their structure succeeds in engaging students.”</p>	<p>Through classroom walk-throughs administrators will collect engagement data at least three (3) times during the school year for every teacher. Administrators will collect data over the three year review cycle and use the information to inform a teacher’s final High Cycle Evaluation rating. Student engagement will account for 20% of the summative evaluation.</p>	<p><u>A reliable and valid student engagement survey will be provided by MDE. Teachers must administer the provided survey to each child in the district.</u></p> <p><u>A teacher must collect additional evidence (see Table 5 in the State plan for examples)</u></p> <p><u>An assigned summative evaluator determines teacher strategies for engaging students and to what extent students were engaged by the teacher using a provided rubric.</u></p> <p><u>*Longitudinal student survey results are 15% of a teacher’s summative performance rating.</u></p> <p><u>*A holistic approach is used to determine a performance rating, which will be 5% of a teacher’s final performance rating. The evaluator applies professional</u></p>

			<u>judgment to weigh evidence, examine the teacher's approaches and levels of student engagement, and determine a component rating. See Figure 6 in the State plan.</u>
Student Achievement	All teachers are required to write an Individual Student Achievement Goal . Teachers participate in developing a Site Goal .	Multiple measures will make up the required 35% student achievement requirement: Individual Student Achievement Goal 25% (As described in Q Comp plan) Site Goal 10% (As described in Q Comp plan)	Multiple measures will make up the required 35% student achievement requirement. Individual Student Achievement Goal 20% Targeted Need Student Achievement Goal 10% Site Goal 5%
Portfolio	There is no requirement for a portfolio in Q Comp.	OPTIONAL <u>The teacher portfolio is a collection of evidence demonstrating teacher practice, student engagement, and student learning and achievement. Portfolios also collect reflections on that evidence and a teacher's reflections on professional growth. A teacher possesses the individual right to submit a portfolio to his/her summative evaluation as a source of evidence; submitting a portfolio does not eliminate</u>	OPTIONAL <u>A teacher possesses the individual right to submit a portfolio to the summative evaluator as a source of evidence. A summative evaluator must consider portfolio evidence, if submitted, when determining component ratings and for a summative evaluation.</u> <u>The portfolio must demonstrate evidence of reflection and professional growth consistent with teacher re-licensure requirements listed in Minnesota Statutes §122A.18, subdivision 4, paragraph (b), and must include a teacher's own performance assessment based on student work and</u>

		<p><u>any other requirements of the teacher evaluation process. A summative evaluator must consider portfolio evidence, if submitted, when determining ratings for a summative evaluation. If a teacher chooses not to submit a portfolio, it will not reflect negatively on his/her evaluation.</u></p>	<p><u>examples of teachers' work, which may include video among other activities. *See page 19 of the State plan for specific portfolio requirements.</u></p>
<p>Three-year Professional Review Cycle and Summative Evaluation</p>	<p>Q Comp is an annual program.</p> <p>Continuing contract teachers NOT on high cycle will be observed by a minimum of two different trained observers from the District Evaluation Team, including one or more Peer Coaches, during the course of their three observations. Teachers who have received a rating of Less than Proficient on either of their first two observations will work with the principal or supervising administrator for their third observation cycle.</p> <p>Continuing contract teachers ON high cycle will be observed</p>	<p>A teacher engages in a continuous three-year professional review cycle. Each year of the three-year cycle has defined roles, ongoing activities including teacher observations and PLC participation, and a continuous review of student impact data. Self-assessment and peer review at the end of each year inform Professional Growth Plan (PGP) revisions in years one and two and connect each year to the previous year in the three-year cycle. <u>At the end of the three-year cycle, the assigned summative evaluator conducts a High Cycle Evaluation and</u></p>	<p>A teacher engages in a continuous three-year professional review cycle. Each year of the three-year cycle has defined roles, ongoing activities, and a continuous review of student impact data. There is an ongoing series of annual events in which a teacher engages, including PLC attendance and observations by a peer coach. Self-assessment and peer review at the end of each year inform Individual Growth and Development Plan (IGDP) revisions in years one and two and connect each year to the previous year in the three-year cycle. <u>At the end of the three-year cycle, the assigned summative evaluator conducts a summative evaluation and determines a final summative performance rating.</u> The summative evaluation informs a new</p>

	<p>by a minimum of one Peer Coach and one administrator over the course of their three observations. Teachers who have received a rating of Less than Proficient on either of their first two observations will work with the principal or supervising administrator for their third observation cycle.</p> <p>Probationary teachers will participate in four observation cycles during the year, including a pre-observation conference, an observation, and a post-observation conference. Probationary teachers will be observed by the principal or district administration during three of their four observations. Probationary teachers will be observed by one Peer Coach during a fourth observation.</p> <p>All Forest Lake teachers, including continuing contract and probationary teachers, will be members of and actively participate in Professional Learning Communities (PLCs) that relate to their teacher/program assignment.</p>	<p><u>determines a final High Cycle Performance Rating.</u> The summative evaluation informs a new Professional Growth Plan for the next three-year cycle.</p>	<p>Individual Growth and Development Plan for the next three-year cycle.</p> <p><u>In total, a summative evaluator conducts a minimum of 11 points of contact for a continuing contract/tenured teacher during the three-year cycle, with 6 being defined by the teacher. See Table 2 in the State plan for minimum points of contact by a summative or peer evaluator.</u></p>
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	<p>PLCs will meet within the contract day at least two times per month for a minimum total of 180 minutes each month, September through May. As a part of their work with their PLCs, and with the support of Peer Coaches, teachers will develop a Professional Growth Plan, including an Individual Student Achievement Goal that aligns with the Site Goal and an Action Plan for reaching that goal.</p>		
<p>Teacher Improvement Process</p>	<p>There is not a formal teacher improvement process in Q Comp. If a teacher does not receive a rating of Proficient on their annual Q Comp Summative Assessment Report, they will be observed by an administrator during all three observations the following year.</p>	<p>A teacher will enter Teacher Improvement Process (TIP) if he/she does not receive a rating of Proficient on their TDE High Cycle Evaluation form.</p> <p>TIP</p> <p>1. Teachers who enter TIP will be observed by an administrator during all three observations the following year and receive additional support from Peer Coaches</p>	<p>A teacher will enter Teacher Improvement Process (TIP) receives an “Unsatisfactory” component rating or summative rating on a summative evaluation.</p> <p>TIP</p> <p><u>1. Identify and communicate the area(s) of performance concern. The summative evaluator must make face-to-face contact with the teacher and document the performance concern(s) in writing. This written communication will also be placed in the teacher's' personnel records.</u></p>

		<p><u>2. At the end of one year in TIP, teachers who receive a rating of Proficient on their Summative Assessment Report will continue in their regular three year observation rotation cycle for TDE the following year.</u></p> <p><u>3. At the end of one year in TIP, a teacher who does not make progress after receiving adequate support through the teacher improvement process will either continue in the TIP process the following year or be subject to disciplinary intervention as determined by the building principal and in accordance with contractual due process.</u></p>	<p><u>2. During the face-to-face meeting requested in step 1, the teacher and summative evaluator will collaborate to resolve identified performance concerns. The teacher may request a peer to actively participate in the development of the improvement plan. Specific information must be documented (see page 52 of the State plan for specifics). This document will be placed in the teacher's personnel record.</u></p> <p><u>3. While implementing the improvement plan, there are expectations for both the teacher and the summative evaluator. See page 52 of the State plan for specific expectations.</u></p> <p><u>4. At the end of the plan and the time frame established in step 2, the teacher, the summative evaluator, and any peer named in the process will meet to assess progress of the teacher toward resolving the area of concern. The assessment of progress will be documented in writing, following the plan and goals developed in step 2. The summative evaluator has authority to make a final determination in the event the parties disagree. This document will be placed in the teacher's personnel record.</u></p>
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Discipline	Q Comp does not specify discipline for teachers not making adequate progress.	<p><u>Disciplinary intervention is determined by the building principal and in accordance with contractual due process.</u></p>	<p><u>MN Statutes 120A.40 and 120A.41 state that discipline "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."</u></p> <p><u>Should a district discipline a teacher for failing to make adequate progress in the teacher improvement process, the district must follow board policies and teacher contract language established in the school district as well as state statutes.</u></p>