

	School Support Division 1500 Highway 36 West Roseville, MN 55113-4266	Application for Q Comp Aid	ED # 02382-01
General Information: The Quality Compensation (Q Comp) Aid application is authorized under First Special Session Laws 2005, Chapter 5, Article 2, sections 39-46; Minnesota Statutes, sections 122A.413, 414, and 415. Submit the completed application, per the Q Comp Applications Guidelines to the above address, attention: Kristie Anderson.			
DISTRICT IDENTIFICATION INFORMATION			
District Name and Number: Forest Lake Area Schools, ISD 831			
Superintendent: Linda Madsen		Phone: 651-982-8103	
Email: lmadsen@flaschools.org		Fax: 651-982-8137	
CHARTER SCHOOL IDENTIFICATION INFORMATION			
Charter School Name and Number:			
School Board Chair:		Phone:	
Email:		Fax:	
Authorizing Organization:			
Authorizer Liaison:		Phone:	
Email:		Fax:	
SCHOOL IDENTIFICATION INFORMATION			
School Name and Number:			
Principal:		Phone:	
Email:		Fax:	
ADDITIONAL CONTACT INFORMATION			
Contact Person's Name: Diane Giorgi		Phone: 651-982-8310	
Email: dgiorgi@flaschools.org		Fax: 651-982-3172	
Street Address: 6100 N. 210 th Street			
City: Forest Lake		State: MN	Zip Code: 55025
ASSURANCE OF AUTHENTIC WORK			
This Q Comp application is authentic and is written by the applying entity. Sources are cited appropriately on any material that is paraphrased or copied. Language taken from a template should be customized to meet the needs of the entity that is applying. It is to be understood that failure to comply may result in denial of the application.			

EDUCATIONAL IMPROVEMENT PLAN (EIP) AND Q COMP ASSURANCES

1. The district and each of its sites have developed an aligned Educational Improvement Plan (EIP) based on student achievement needs.
2. The district EIP has been approved by the School Board.
3. Teachers were involved in the process for developing the EIP.
4. The EIP includes measurable goals and objectives for improving school district performance, school site performance, teacher performance and individual student performance.
5. The EIP program includes measures of student, family and community involvement and satisfaction.
6. The EIP includes measures of student attendance and completion rates.
7. The Q Comp program includes an objective and comprehensive teacher evaluation system, based on the educational improvement plan and multiple evaluations of a teacher's instructional performance that include classroom observations by a locally selected evaluation team during the school year.
8. The Q Comp program includes career advancement options for teachers who will be responsible for implementing professional development activities.
9. The EIP and the Q Comp program clearly identify the assessment that will be used to measure schoolwide achievement gains (Minnesota Comprehensive Assessments, Series II or locally selected standardized assessments or both) and student achievement gains, where applicable, that will be used to measure student performance and progress.
10. The EIP and Q Comp program include an integrated, ongoing, site-based professional development plan with activities held during the individual employment contract day that are aligned with the goals and objectives.
11. The EIP and Q Comp program include a data system with information about students and their academic progress.
12. The EIP and Q Comp program include a teacher induction and mentoring program for probationary teachers that provides for continuous learning and sustained teacher support.

The undersigned hereby certifies on behalf of the school, intermediate site, district or charter school that all of the above statements of assurances and the requirements of Minnesota Statutes, section 122A.413, subdivision 3 are true.

The undersigned further certifies the educational improvement plan (EIP) documents required to meet the standards of Minnesota Statutes, section 122A.413, subdivision 2 are on file in the district for review at request.

Signature	District Superintendent or Charter Board Chair	Date
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Signature	District Exclusive Representative of the Teachers Charter Authorizer Liaison for Charter Schools	Date
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DISTRICT SUBMISSION FOR PRE-APPROVAL OR APPROVAL STATUS

Check the appropriate box below: (Click on the check box field to select the *checked* option.)

- ☒ All teachers in the district
☐ All teachers at the following school site(s):

If a district authorizes individual sites to implement a plan, a Memorandum of Agreement (MOA) must be submitted with the application explaining how the salary schedule is amended for the site(s).

Check the appropriate box below regarding the district's master agreement status:

- ☐ 1. Current ratified master agreement or ratified MOA includes the Q Comp application.
☒ 2. Ratification of the master agreement or MOA is pending during the Q Comp application process.

If a district has a ratified master agreement without a professional pay system (notwithstanding Minnesota Statutes, section 179A.20 or other law to the contrary), a school board and the exclusive teacher bargaining unit may enter into a supplemental agreement solely for the purpose of complying with the alternative teacher pay provisions.

If checking box 1 above, please include the following information with this application:

1. A copy of the formally adopted collective bargaining agreement, MOA or other binding agreement that authorizes the implementation of the Q Comp program consistent with Minnesota Statutes, section 122A.414,
2. A copy of the official school board resolution, **and**
3. A copy of the vote certification or licensed staff vote for individual sites applying for Q Comp signed by the superintendent or building principal and the president of the teachers union indicating the percent of teachers/licensed staff voting to implement Q Comp, the total number of teachers in the district/site and the number of students in the district/site.

If checking box 2 above, please send the above information once the master agreement has been ratified to MDE.

The undersigned hereby certifies the information is accurate and complete. All documentation is attached; Q Comp is a binding contract between the district or site and the Minnesota Department of Education (MDE). All changes to the approved plan must be reported and approved by MDE.

Signature

District Superintendent

Date

Signature

District Exclusive Representative of the Teachers

Date

CHARTER SCHOOL SUBMISSION FOR PRE-APPROVAL OR APPROVAL STATUS

Teacher* Vote Certification:

All teachers at _____ (charter school) were informed that the school intends to apply for Q Comp, given a chance to review and provide input on the plan, and voted on whether or not they wanted the plan implemented at the school.

Please indicate the results of the vote:

- Total number of teachers at the school: _____
- Total number of teachers voting to implement Q Comp: _____
- Percent of licensed teachers voting for Q Comp implementation: _____
- Date the vote was conducted: _____

Give a reason for any discrepancy between the total number of teachers at the school and the total number of teachers voting to implement Q Comp: _____

School Board Approval Certification:

Attach a copy of the board minutes showing that the school board approved the submission and implementation of the Q Comp application at _____ (charter school). The minutes should show that the school board was informed on the content of the plan, given a chance to review and provide input on the plan, and intends to support the school in implementing the plan as outlined in the application.

The undersigned hereby certify all of the following: (Click on the check box field to mark it.)

- ☐ The application is the authentic work of the charter school.
- ☐ The teacher vote information is true and accurate.
- ☐ The attached board minutes are true and accurate.
- ☐ The school is in full compliance with all applicable Minnesota Statutes and reporting requirements.

Signature

Charter School Board Chair

Date

Signature

Charter School Authorizer Liaison

Date

*Teacher includes all licensed staff at the school, such as classroom teachers, school nurses, school psychologists and school counselors.

Q COMP PROGRAM

To qualify for Q Comp aid under Minnesota Statutes, section 122A.413, a district, school site, charter school, or intermediate district (entity) must have an alternative teacher professional pay system as described in Minnesota Statutes, section 122A.414. All components of the Q Comp program must meet the state requirements. To apply, complete the following sections (1-6) describing the applicant's design of a Q Comp program. Each entity may reference specific sections of the master agreement, if appropriate, and may attach additional pages as supplements if needed. Incomplete applications or applications stating "see attached" will not be accepted. **(Select the shaded area and add text.)**

[Open the Q Comp Guidelines located on the MDE Website](#), which explains each component and provides examples of how to design and implement plans.

Q Comp Application – Components 1-5

Component 1

Career Ladder/Advancement Options

Teachers holding career ladder positions are referred to as teacher leaders in this application. (Teacher leaders are expected to retain primary roles in student instruction and facilitate site-focused professional development that helps other teachers improve their skills.)

The term “teacher” in this document refers to all members of the Forest Lake Education Association bargaining unit as defined in Article III, Section 3 of the master agreement between ISD 831 and the Forest Lake Education Association. (Appendix p. 192)

Teaching rate of pay in this document refers to the Summer School Teaching rate of pay as per Schedule C, Hourly Rates, in the master agreement. (Appendix p 194)

Trained observer in this document refers to any member of the District Evaluation Team, which includes Peer Coaches, building and district administrators and the Q Comp Coordinator.

1.1 Provide a comprehensive overview of the district that describes the demographics and other vital information.

Forest Lake Area Schools, also known as Independent School District 831, is a suburban school district located 30 miles north of the cities of Minneapolis and St. Paul, along the I-35 corridor that runs north to Duluth. The district covers 215 square miles, and geographically it is the largest school district in the Twin Cities metro area.

The district covers parts of three counties – Anoka, Chisago and Washington – and is made up of the following communities: Forest Lake, Columbus, East Bethel, Ham Lake, Hugo, Lino Lakes, Linwood Township, Marine on the St. Croix, May Township, Scandia, Stacy and Wyoming.

More than 40,000 residents live within the boundaries of the school district, and about 6,700 students attend our schools.

As the largest employer in the area, Forest Lake Area Schools employs more than 1,000 people, including teachers, clerical staff, aides, custodians, bus drivers, cooks, mechanics and administrators.

The student population remains mostly Caucasian (92.8%) with some ethnic diversity but less than most Minnesota districts. Data from 2012 shows that 7.3% of enrolled students are students of color, and by building that amount ranges from a low of 2.6% (Scandia Elementary) to a high of 14.3% (Lino Lakes Elementary). The breakdown by race and ethnicity of non-Caucasian students district-wide is as follows: 0.9% American Indian, 3.3% Asian, 1.9% Hispanic and 1.1% Black.

English Learner (EL) students comprise about 1% of the student population, and their representation ranges by building from 0% (many buildings) to 5.9% (Central Montessori).

About 13% of students receive some type of special education services in the district, and that amount ranges, by building, from a low of 8.4% (Forest Lake Area High School) to a high of 15.8% (Central Montessori and Forest Lake Elementary).

Finally, 24% of Forest Lake students are eligible for free or reduced-price meals. The percentage ranges from 12.2% (Scandia Elementary) to 41.6% (Forest View Elementary).

Forest Lake Area Schools has implemented several key strategies and initiatives designed to address the changing needs of students and to ensure continuous school improvement. These include having a clear and compelling district strategic plan, implementing standards-based instruction and moving toward districtwide common formative and summative achievement measures. In addition, a concentrated effort has been placed on developing and refining tiered instruction to meet the needs of students who are not meeting standards as well as to challenge all students to achieve at high levels. Job-embedded professional development, focused on student learning, has been a priority.

For a number of years, Forest Lake Area Schools (FLAS) has had in place many of the elements the State requires the district to implement in order to be eligible for Alternative Compensation (Q Comp) funding:

Career Ladder/Career Advancement Opportunities:

FLAS offers Career Ladder positions that provide the opportunity for interested teachers to be involved in the implementation of site-focused professional development to improve instruction. Teachers in these positions provide leadership and facilitate job-embedded professional development. Career Ladder opportunities currently include the following positions:

- Curriculum Coordinators collaborate with the Director of Teaching and Learning to help teachers identify and implement curriculum and assessments that meet district, state and national standards.
- District and Building Department Chairs work to develop and align district curriculum to State standards and serve as liaisons between the District and the buildings.
- Staff Development Building Representatives collaborate with building and district administration to facilitate job-embedded professional development;
- Mentor Teachers work with building and district administration to provide induction, mentoring, training, and support services to new teachers.

Job Embedded Professional Development:

FLAS ensures job-embedded professional development by using both a traditional professional development workshop/coaching combination and a Professional Learning Community (PLC) model designed to help teachers take

shared responsibility for improving student learning. PLCs have been operating in Forest Lake Area Schools for over six years, and all district teachers participate as members of a PLC. At the elementary level, the majority of teams are interdisciplinary, grade-level teams; at the middle and high school level, the majority of teams are discipline-specific. Some PLCs are comprised of teaching specialists and licensed staff (music specialist, social workers, psychologists, etc.) from various buildings who meet in district-level teams. The Director of Teaching and Learning and building administration oversee all professional development activities.

Teacher Evaluation:

FLAS engages in regular evaluation of both probationary and continuing contract teachers and utilizes specific evaluation protocols and rubrics to assess teacher proficiency and growth. These protocols and rubrics are based on Charlotte Danielson's teacher evaluation model.

Although the overall effectiveness of the district's efforts to create an optimal environment for teaching and learning has been evidenced on many levels, there is a commitment to improving results for all students to ensure their academic success. This must include increasing support for the professional development of teachers. Proposed in this application are changes to the current system to enhance their professional development by strengthening the PLC model in the district and by implementing peer evaluation.

1.2 Describe how teacher leaders will support individual teacher growth in instructional practices and promote student achievement gains districtwide.

Teacher leaders in ISD 831 include both extra assignment and salaried positions, also known as Teachers on Special Assignment (TOSA). The TOSA positions, including a Q Comp Coordinator and Peer Coaches, offer teachers a limited time away from teaching duties with the understanding that the teachers will return to a teacher/program assignment at the end of their service as a TOSA. Extra assignment positions, including the PLC/Professional Development Site Facilitators (Site Facilitators), Oversight Committee members and Mentor Teachers, provide teachers the opportunity for an additional challenge while they retain full teaching responsibilities during the academic year. These teacher leaders will support individual teacher growth in instructional practices and promote student achievement gains districtwide through a multi-faceted approach that provides support and feedback to all teachers as they work to educate the whole child.

Peer Coaches will work with teachers to improve instructional practices through coaching and instructional support tailored to their specific needs. They will assist teachers in achieving their goals by modeling, providing resources, offering feedback, and making recommendations in instruction and best practice. The Q Comp Coordinator will oversee the Q Comp program and act as a resource for Peer Coaches. Peer Coaches and the Q Comp Coordinator will collaborate in field-testing and researching instructional strategies to determine which new strategies will be most effective in improving instruction and increasing student achievement.

Peer Coaches will conduct one formal observation with probationary teachers during the first semester (in addition to the three administrative observations during the year for probationary teachers) in order to provide those teachers an additional level of support; Peer Coaches will continue to work with probationary teachers throughout the year. Mentor Teachers are paired with one probationary teacher, meeting and communicating regularly to discuss best instructional practices and make suggestions and recommendations regarding classroom strategies. PLC/Professional Development Site Facilitators and PLC Leaders will act as additional resources, helping probationary teachers to connect with building and district resources and personnel as needed.

PLC/Professional Development Site Facilitators, with input from PLC Leaders and Peer Coaches, will lead building Professional Development Teams in planning and facilitating job-embedded professional development to meet the teachers' needs. PLC/Professional Development Site Facilitators will collaborate with district/building administration, Peer Coaches, PLC Leaders, and the Q Comp Coordinator to plan and facilitate building and district-level professional development based on their observations and input from teachers. PLC Leaders will lead PLCs in exploring and field-testing strategies to promote student achievement. The Oversight Committee members will provide guidance in the implementation and ongoing success of the Q Comp program in ISD 831.

1.3 In the table below, please identify the position title, qualifications, responsibilities and teacher ratios for each teacher leader position.

Position Title: Q Comp Coordinator

Job Description:

The Q Comp Coordinator will oversee the districtwide implementation and coordination of the Q Comp plan and serve as an evaluator and resource to Peer Coaches. The Q Comp Coordinator will serve a three-year term with the option to reapply at the end of term. A 1.0 FTE teacher/program assignment will be available in the district according to the transfer process outlined in Article XII of the master agreement (Appendix p. 189) when the Q Comp Coordinator's term is done. Every effort will be made to honor the teacher's site of preference upon returning to a teacher/program assignment in the district following their service as a Q Comp Coordinator.

Qualifications:

- Licensed, full-time (1.0 FTE) continuing contract teacher as defined in the master agreement between Forest Lake Education Association and ISD 831
- Current member of the Forest Lake Education Association (FLEA) or fair share member
- Demonstrated skills in the areas of effective teaching, leadership, and communications
- Documented experience with data driven decision-making for instructional planning
- Ability to work collaboratively with colleagues, district administrative staff, and building principals
- Excellent oral, written, interpersonal, and organizational skills
- Minimum of five years teaching experience in the Forest Lake School District preferred
- Candidates must maintain current teaching licensure required for position held prior to appointment

Responsibilities:

- Coordinate the Q Comp program districtwide
- Schedule and chair the Q Comp Oversight Committee meetings
- Serve as a non-voting member of the Q Comp Oversight Committee
- Monitor the Q Comp budget in conjunction with district financial officers

- Record completed observations, timelines, and other pertinent information necessary for the organization and documentation of the Q Comp program
- Develop district Q Comp manuals, web resources, and logistical procedures as needed
- Review the district Q Comp plan on an annual basis, in conjunction with the Oversight Committee, and recommend modifications for the coming year as required by State Law or as indicated by member input and/or district feedback.
- Work with district administration to file appropriate paperwork with MDE and to complete and submit yearly Q Comp Application Review
- Attend evaluation training as well as any staff development training deemed necessary
- Schedule, plan and facilitate monthly meetings with Peer Coaches to support professional development and inter-rater reliability; participate in the Peer Coach PLC
- Conduct peer observations of all Peer Coaches two times yearly; assist Peer Coaches with their observations as needed
- Research to determine effective instructional strategies to improve instruction and increase student achievement.
- Lead and/or facilitate districtwide professional development experiences, in collaboration with the Director of Teaching and Learning and district Curriculum Coordinators, as they relate to Q Comp, including but not limited to evaluation training, teamwork strategies, professional learning community work, data and evaluations; maintain communication with the Director of Teaching and Learning and district Curriculum Coordinators.
- Collaborate with PLC/Professional Development Site Facilitators (Site Facilitators) to coordinate on-going site-based staff development to meet building and PLC needs
- Report to Superintendent or his/her designee by written monthly status reports of Q Comp implementation.
- Communicate regularly with the Forest Lake Education Association President
- Serve as liaison between the District and MDE

Ratio: Approximately 1:500 (One Q Comp Coordinator serves the entire district)

Position Title: Peer Coach

Job Description:

Peer Coaches will provide leadership, resources, and support to teachers through observations and feedback to enhance their professional growth and to increase student achievement. An effort will be made to hire a proportionate number of Peer Coaches from elementary, secondary, and non-classroom teacher/program areas. Peer Coaches will receive comprehensive training in the district's evaluation model, based on Danielson's Framework for Effective Teaching. A combination of full-time (1.0 FTE) and half-time (0.5 FTE) coaches may be hired, depending on scheduling and staffing preferences, for a total equivalent of 9.0 FTE Peer Coaching positions. Half-time Peer Coaches remain in their current licensure area for the other 0.5 of their position. Peer Coaches will be assigned for a maximum of three years. Approximately one-third of Peer Coaching positions will be replaced yearly on a rotating basis to allow for continuity in

the coaching staff. Peer Coaches will office at sites throughout the district. A 1.0 FTE teacher/program assignment will be available in the district according to the transfer process outlined in Article XII of the master agreement (Appendix p. 189) when a Peer Coach's term is done. Every effort will be made to honor the teacher's site of preference upon returning to a teacher/program assignment in the district following their service as a Peer Coach.

Qualifications:

- Licensed, full-time (1.0 FTE) continuing contract teacher as defined in the master agreement between Forest Lake Education Association and ISD 831
- Current member of the Forest Lake Education Association (FLEA) or fair share member
- Demonstrated skills in the areas of effective teaching, leadership, and communications
- Clear understanding of data-driven decision-making for instructional planning
- Broad knowledge of evidence-based teaching practices and proven application of those practices in his or her role in the district (teacher, counselor, psychologist, etc.)
- Ability to work collaboratively and cooperatively with colleagues
- Excellent oral, written, interpersonal, and organizational skills
- Minimum of five years' teaching experience in the Forest Lake School District preferred
- Candidates must maintain current teaching licensure required for position held prior to appointment

Responsibilities:

- Conduct formal observations and provide ongoing instructional support, including pre- and post-observation conferences, to help teachers improve instructional skills and increase student achievement.
- Research and field test instructional strategies to determine which new strategies will be most effective in improving instruction and increasing student achievement
- Train teaching staff in the evaluation/observation process outlined in the Q Comp plan
- Model best practice instructional strategies, and collaborate with PLC/Professional Development Site Facilitator and building/district administration to plan professional development opportunities for all staff that will improve instruction and increase student achievement
- Review teachers' Professional Growth Plan during each observation cycle; meet with teachers regarding Individual Student Achievement Goal at the end of the year (to be verified by building administrator). Submit documentation to Q Comp Coordinator.
- Attend monthly meetings with the Q Comp Coordinator and other Peer Coaches to discuss evaluation practices and share strategies and resources
- Participate in evaluator training throughout the year
- Maintain records of observations and other information necessary for the successful implementation of the Q Comp program
- Participate in the Peer Coach PLC as required; assist and attend other Professional Learning Community (PLC) meetings as appropriate
- Adhere to data privacy requirements

Ratio: Approximately 1:55, equivalent of 9.0 FTE total (Full-time Peer Coaches will work with approximately 55 teachers; half-time Peer Coaches will work with approximately 27 teachers.)

Position Title: PLC/Professional Development Site Facilitator

Job Description:

PLC/Professional Development Site Facilitators (Site Facilitators) provide support to building PLCs and, in collaboration with the building administrator, facilitate the Building Professional Development Team in coordinating professional development and learning opportunities tailored to the needs of that site's staff to increase student achievement. PLC/Professional Development Site Facilitators serve a term of one year and may reapply yearly up to three consecutive years.

Qualifications:

- Licensed, full-time (1.0 FTE) continuing contract teacher as defined in the master agreement between Forest Lake Education Association and ISD 831
- Current member of the Forest Lake Education Association (FLEA) or fair share member
- Demonstrated skills in the areas of effective teaching, leadership, and communications
- Clear understanding of data driven decision-making for instructional planning
- Broad knowledge of evidence-based teaching practices and proven application of those practices in his or her role (teacher, counselor, psychologist, etc.)
- Ability to work collaboratively and cooperatively with colleagues
- Excellent oral, written, interpersonal, and organizational skills
- Experience in staff development and/or educational leadership preferred
- Minimum of five years' teaching experience in the Forest Lake School District preferred
- Candidates must maintain assigned teaching position at their site

Responsibilities:

- Ensure that all teachers assigned to that building are members of a PLC
- Support building PLCs in analyzing data and accessing resources to aid in locating and identifying evidence-based strategies to improve instruction and increase student achievement
- Receive and document paperwork from PLCs including agendas, meeting minutes, and member attendance on a monthly basis
- Facilitate monthly meetings of the Building Professional Development Team, in conjunction with the site administration, to coordinate professional development and learning opportunities for staff
- Receive input from PLCs to determine building professional development needs
- Attend district-level Q Comp and Professional Development meetings

- Document building professional development activities throughout the year and, in collaboration with the building/site administrator, complete the site Staff Development Report as required by the State
- Support probationary teachers and connect them to building and district-level resources and personnel to help them acclimate to the school climate and improve instructional skills

Ratio: Approximately 1:40 (varies slightly by building), Total of 13.0 FTE-The High School will have two Site Facilitators; all other buildings will have one Site Facilitator, for a ratio of approximately one Site Facilitator per 40 teachers.

Position Title: PLC Leader

Job Description:

PLC Leaders lead PLC meetings and are responsible for setting the agenda, recording minutes, and submitting required documentation in a timely manner. PLC Leaders serve a term of one year.

Qualifications:

- Licensed, continuing contract teacher as defined in the master agreement between Forest Lake Education Association and ISD 831
- Current member of the Forest Lake Education Association (FLEA) or fair share member
- Demonstrated skills in the areas of effective teaching, leadership, and communications
- Clear understanding of data driven decision-making for instructional planning
- Broad knowledge of evidence-based teaching practices and proven application of those practices in his or her role (teacher, counselor, psychologist, etc.)
- Ability to work collaboratively and cooperatively with colleagues
- Excellent oral, written, interpersonal, and organizational skills
- Candidates must maintain assigned teaching position at their site

Responsibilities:

- Schedule all PLC meetings during the year
- Create PLC agendas
- Facilitate PLC meetings
- Ensure that meeting notes are taken
- Take attendance at PLC meetings
- Distribute meeting notes and other communication between PLC members
- Submit meeting agenda, minutes, and attendance to Site Facilitator in a timely manner
- Help PLCs access district support and staff resources to aid in goal setting and in identifying evidence-based strategies

- Participate in building level meetings for PLC Leaders
- Attend districtwide PLC Leader training

Ratio: Approximately 1:3-6 (varies slightly by building)

Position Title: Q Comp Oversight Committee Member

Job Description:

An Oversight Committee shall be formed. The committee will consist of the Q Comp Coordinator, four teacher members appointed by the Forest Lake Education Association (FLEA) President, and four administrative members appointed by the Superintendent. The Q Comp Coordinator will chair the Oversight Committee and serve as a non-voting member. The Q Comp Oversight Committee will oversee the successful implementation and administration of the Q Comp program in ISD 831. Teacher members of the Q Comp Oversight Committee will serve a term of no less than one and no more than two years, rotating approximately one-half of the teacher members each year. Teacher members will represent a cross-section of the FLEA membership.

Qualifications:

- Licensed, full-time (1.0 FTE) continuing contract teacher as defined in the master agreement between Forest Lake Education Association and ISD 831
- Current member of the Forest Lake Education Association (FLEA) or fair share member
- Ability to work collaboratively with colleagues, district administrative staff, and building principals
- Excellent oral, written, and interpersonal skills
- Minimum of five years' teaching experience in the Forest Lake School District preferred
- Maintain a current assigned teaching position in the district

Responsibilities:

- Attend all meetings of the Q Comp Oversight Committee as scheduled by the Q Comp Coordinator (at minimum once monthly)
- Review applications for Q Comp Coordinator and Peer Coaching positions, select qualified applicants for interviews, conduct interviews, recommend applicants for appointment and forward recommendations to the Superintendent, who will make the final decision with input from the FLEA President
- Review appeals from members of the bargaining unit as they relate to Q Comp according to the Q Comp Appeals process
- Confer with the Q Comp Coordinator to review the district Q Comp plan on an annual basis and recommend modifications required by State Law, the master agreement, or as indicated by member input and/or district feedback; any modifications must be completed in advance of the vote by the FLEA membership to approve Q Comp for the coming year.

Ratio: Approximately 1:95 Four teacher members will be selected from a cross-section of locations and teaching positions across the district. The Q Comp Coordinator will serve as a non-voting member and chair of the Oversight Committee.

Position Title: Mentor Teacher (existing position, non-Q Comp funded)

Job Description:

Mentor Teachers provide instructional and collegial support to probationary teachers to help them acclimate to their new surroundings and to offer feedback and resources to help them be successful.

Qualifications:

- Licensed, continuing contract teacher as defined in the master agreement between Forest Lake Education Association and ISD 831
- Current member of the Forest Lake Education Association (FLEA) or fair share member
- Demonstrated skills in the areas of effective teaching, leadership, and communications
- Broad knowledge of curriculum and instruction
- Ability to work collaboratively and cooperatively with colleagues
- Excellent oral, written, interpersonal, and organizational skills
- Minimum of five years' teaching experience in the Forest Lake School District preferred
- Maintain a current assigned teaching position within the district

Responsibilities:

- Introduce probationary teachers to department/grade level programs
- Meet with probationary teacher on a regular basis to provide instructional and collegial support
- Attend Mentor Teacher workshops with probationary teachers during fall in-services and during the year
- Spend one to two professional leave days with probationary teacher during the year to support them through instructional strategies and curriculum resources.

Ratio: Approximately 1:1 (total number varies depending on the number of probationary teachers each year) Efforts are made to pair only one probationary teacher to each Mentor Teacher.

1.4 In the table below, please identify the student and teacher/licensed staff count as of October 1, 2012.

Total Student Count October 1, 2012	Teacher/Licensed Staff Count October 1, 2012
6767	483

1.5 Describe the hiring process for each teacher leader position in the following areas:

- a) Describe how teachers will be made aware the teacher leader positions are available.

Teachers are made aware of the application opportunities for teacher leader positions through internal job postings and electronic communications from the union and administration. The Q Comp Coordinator and Peer Coach positions will be posted in accordance with Article XII, Section 1 “Publishing of Vacancies” in the master agreement. (Appendix p. 189) “Where a permanent vacancy in any professional position in the School District shall appear, the School District shall cause to be published a notice of such vacancy. The notice shall be delivered to the Association and its members via the School District e-mail system. No vacancies shall be filled until notice of such vacancies shall have been posted for at least five (5) calendar days during the months of September through June.”

b) Describe how teachers express interest in the various teacher leader positions.

Applications for the Q Comp Coordinator and the Peer Coaching positions will be submitted online via the Employment tab and the “Opportunities for Current Employees” link on the District website. Applications for the PLC/Professional Development Site Facilitator will be emailed or mailed in hard copy directly to the Director of Teaching and Learning. Letters of interest for the Q Comp Oversight Committee will be emailed or mailed in hard copy to the FLEA President. Teachers interested in being a PLC Leader will express their interest verbally with their PLC at their first meeting each year. Because the number and department and/or level of Mentor Teachers needed varies by year, teachers verbally notify the Director of Teaching and Learning as well as their building administrators of their interest in being a Mentor Teacher on an ongoing basis.

c) Describe how the candidates will be selected to fill each teacher leader position.

Q Comp Coordinator and Peer Coaches

The process for hiring the Q Comp Coordinator and the Peer Coaches requires that the positions be posted on the district website, with a full description of the position responsibilities, required qualifications (education, experience, and licensure), and the application deadline. All applications received by the posted deadline are reviewed by the Director of Human Resources to determine whether minimum qualifications have been met, and all qualified applicants will be forwarded to the Q Comp Oversight Committee for further consideration. Applicants needing accommodations to complete the employment process have the option of calling the district, rather than using the website. The Q Comp Oversight Committee will interview the most highly qualified applicants and recommend their top candidates (number dependent on the number of positions to be filled) to the Superintendent, who will check references and make the final decision from the recommended candidates with input from the FLEA President.

In the case of Peer Coaches, every effort will be made to hire a proportionate number of Peer Coaches from elementary, secondary, and non-classroom teaching areas. A combination of full-time (1.0 FTE) and half-time (0.50 FTE) coaches may be hired, depending on scheduling and staffing preferences, for a total equivalent of 9.0 FTE Peer Coaching positions. In the initial year, Peer Coaches will be hired for a term of one, two, or three years to set up a rotation of hiring approximately one-third (3.0 FTE) of the Peer Coach positions each year. Peer Coaches will serve a term of no more than three years consecutively.

The Q Comp Coordinator serves a term of three years with the option to reapply following their term. In the case that the current Q Comp Coordinator is an applicant for the Q Comp Coordinator position, the FLEA President or his/her designee will serve as the chair and non-voting member of the Oversight Committee during the hiring process until a Q Comp Coordinator has been hired.

Candidates selected to serve in TOSA positions, including the Q Comp Coordinator and Peer Coaches, will be required to maintain their current licensure(s) for the assignment(s) held immediately previous to their appointment as a TOSA. Following his/her service as a TOSA a 1.0 FTE teacher/program assignment in the district will be available to the teacher in their area of licensure subject to the terms of the master agreement. Every effort will be made to honor the teacher's site of preference upon returning to a teacher/program assignment in the district following their service as a TOSA in a Q Comp position.

Q Comp Coordinator Hiring Process:

- Position will be posted according to the master agreement; application and resume along with two letters of recommendation will be submitted to the Director of Human Resources.
- The Director of Human Resources will forward application materials of qualified candidates to the Q Comp Oversight Committee.
- The Q Comp Oversight Committee will notify and interview the most highly qualified applicants and recommend their top 2-3 candidates to the Superintendent, who will check references and make the final decision from the recommended candidates with input from the FLEA President.
- In the case that the current Q Comp Coordinator is an applicant for the Coordinator position, the FLEA President or his/her designee will serve as the chair and non-voting member of the Oversight Committee through the hiring process until a Q Comp Coordinator has been hired.
- The Q Comp Coordinator will serve a term of up to three years with the option to reapply for the position at the end of the term.
- Following his/her service as the Q Comp Coordinator a 1.0 FTE teacher/program assignment in the district will be available to the teacher in their area of licensure subject to the terms of the master agreement.
- Every effort will be made to honor the teacher's site of preference upon returning to a teacher/program assignment in the district following their service as a TOSA in a Q Comp position.

Peer Coach Hiring Process:

- Positions will be posted according to the master agreement; application and resume will be submitted to the Director of Human Resources. Up to two letters of recommendation are optional.
- As a part of the application process, applicants will be asked to indicate their level of interest in either a full-time (1.0 FTE) or half-time (0.5 FTE) Peer Coaching position. If they have no preference they may indicate that as well.
- The Director of Human Resources will forward application materials of qualified candidates to the Q Comp Oversight Committee.
- The Q Comp Oversight Committee will notify and interview the most highly qualified applicants based on the job description. Every effort will be made to hire a proportionate number of Peer Coaches from elementary, secondary, and non-classroom teachers. Interest in full-time (1.0 FTE) versus half-time (0.50 FTE) coaching as well as current teacher/program assignments will be taken into consideration for job-sharing and scheduling purposes.
- The Q Comp Oversight Committee will determine its top candidates (number dependent on the number of positions to be filled) and forward their recommendations to the Superintendent, who will make the final decision from the recommended candidates with input from the FLEA President.

- Peer Coaches will serve a maximum term of three years and may reapply for a Peer Coaching position after serving a minimum of one year in a teacher/program position in the district.
- Following his/her service as a Peer Coach, a 1.0 FTE teacher/program assignment in the district will be available to the teacher in his/her area of licensure subject to the terms of the master agreement.
- Every effort will be made to honor the teacher's site of preference upon returning to a teacher/program assignment in the district following their service as a TOSA in a Q Comp position.

PLC/Professional Development Site Facilitators

Applications for the PLC/Professional Development Site Facilitator will be emailed or mailed in hard copy directly to the Director of Teaching and Learning. The Director of Teaching and Learning, together with the Q Comp Coordinator and building principals from the individual sites, will review the applications on a site-by-site basis in a fair and equitable process, considering qualifications and experience and selecting the best applicants for the positions based on the posted requirements. PLC/Professional Development Site Facilitators serve a term of one year and may reapply yearly up to three consecutive years.

PLC/Professional Development Site Facilitator (Site Facilitator) Appointment Process:

- Interested candidates will submit applications to the Director of Teaching and Learning by the posted deadline.
- Applications will be reviewed by the Director of Teaching and Learning, the Q Comp Coordinator, and building principals from the individual sites.
- Site Facilitators will be selected based on posted requirements and qualifications
- Teachers will be notified of final hiring decisions before August in-services.
- PLC/Professional Development Site Facilitators serve a term of one year and may reapply yearly up to three consecutive years.

PLC Leader Appointment Process

Teachers interested in being a PLC Leader will express their interest verbally with their PLC at their first meeting each year. If more than one PLC member is interested in being the PLC Leader, the PLC Leader will be chosen by a majority vote of the PLC Members. PLC Leaders serve a term of one year.

Q Comp Oversight Committee Member Appointment Process:

The Q Comp Coordinator will chair the Oversight Committee and serve as a non-voting member. The four additional teacher members of the Q Comp Oversight Committee will be appointed by the Forest Lake Education Association (FLEA) President and the FLEA Executive Board. Letters of interest for teacher members of the Q Comp Oversight Committee will be reviewed by the FLEA President and the FLEA Executive Board, who will make their Q Comp Oversight Committee Member selections based on posted requirements and taking into consideration the departments/levels/buildings that each candidate represents in order to ensure that a fair and equitable cross-section of the FLEA membership is represented. In the initial year, Q Comp Oversight Committee Members will be hired for a term

of one or two years to set up a rotation of hiring approximately one-half of the Q Comp Oversight Committee teacher members each year. Teacher members, other than the Q Comp Coordinator, will serve a term of no less than one and no more than two years, rotating one-half of the appointed teacher members each year.

Mentor Teacher Appointment Process:

Because the number and department and/or level of Mentor Teachers needed varies by year, teachers verbally notify the Director of Teaching and Learning as well as their building administrators of their interest in being Mentor Teachers on an ongoing basis. The Director of Teaching and Learning and building administrators will take into account the buildings, levels, and departments represented by teachers who have expressed an interest in being Mentor Teachers and select candidates to serve as Host Mentors at the new teacher workshops in August and September based on the needs of the new pool of teachers each year. Near the end of September, each probationary teacher will have the option of selecting his/her own personal instructional Mentor for continued guidance and support throughout the year. The number of Mentor Teachers appointed each year to fill these roles will depend on the number of probationary teachers in the district.

First-Year Considerations for Career Ladder Positions

In the first year of Q Comp implementation in ISD 831, the first priority will be to establish the Q Comp Oversight Committee who will begin their work by interviewing candidates for the Q Comp Coordinator position. Because the Q Comp Coordinator will not yet be in place, the FLEA President or his/her designee will serve as the chair and non-voting member of the Oversight Committee through the Q Comp Coordinator hiring process. Once the Q Comp Coordinator has been hired, standard procedures as outlined in section 1.5 of this application will be followed to hire the remaining positions.

Failure to attract enough eligible applicants for Q Comp Coordinator, Peer Coach, or Oversight Committee appointments to effectively carry out the Q Comp plan would result in the Q comp program not being implemented.

1.6 Specify the amount of release time and/or salary augmentation each identified teacher leader will earn as compensation for completing the extra duties of the position.

Release time and/or salary augmentation:

Forest Lake's Career Ladder opportunities include both extra assignment and salaried positions, also known as Teachers on Special Assignment (TOSA). The TOSA positions, including the Q Comp Coordinator and the Peer Coaches, offer teachers a limited time away from their regular teacher/program assignment. Extra assignment positions, including the PLC/Professional Development Site Facilitators (Site Facilitators), PLC Leaders, Oversight Committee members, and Mentor Teachers provide teachers the opportunity for an additional challenge while they retain full teaching responsibilities during the academic year.

The salaried Career Ladder positions operate on a district-wide basis. It is expected that teachers who accept these positions will be TOSAs who are released from their regular teacher/program assignments on either a half-time (0.5 FTE)

or a full-time (1.0 FTE) basis for a minimum of one year. As TOSAs, the Q Comp Coordinator and Peer Coaches are paid according to the district teacher salary schedule. Peer Coaches will be eligible for up to two days paid at the teaching rate of pay for training time in advance of the start of the school year. The Q Comp Coordinator is eligible for up to three additional weeks beyond the basic contractual year to fulfill the duties of the position; compensation will be paid as “Extended Employment” as defined in Article IX Section 5 of the master agreement. (Appendix p. 193)

Q Comp Coordinator Salary Augmentation:

Full-time release as Teacher on Special Assignment (TOSA). Salary according to contract with up to three additional weeks during the summer paid as Extended Employment as defined by the master agreement and approved by the Director of Teaching and Learning.

Peer Coach Salary Augmentation:

Peer Coaches may be a combination of full-time (1.0 FTE) and half-time (0.50 FTE) coaches. Full-time coaches will be granted full-time release as Teacher on Special Assignment (TOSA). Half-time coaches will be granted half-time release as TOSA and will serve the district in their licensed teacher/program area(s) for the other half of their contract time. Salary according to contract with up to two additional training days before the start of the year paid at teaching rate of pay and approved by the Director of Teaching and Learning.

PLC/Professional Development Site Facilitator Salary Augmentation:

Site Facilitators will be paid a \$1000 annual stipend with release time as needed.

PLC Leader Salary Augmentation:

PLC Leaders will be paid a \$100 annual stipend.

Q Comp Oversight Committee Member Salary Augmentation:

Teacher members of the Q Comp Oversight Committee will be paid an \$800 annual stipend.

Mentor Teacher Salary Augmentation:

Mentor Teachers are compensated at the miscellaneous rate of pay for time served hosting probationary teachers in August and are provided release time as instructional Mentors for one professional development day and for up to two days of planning and collaboration with their probationary teachers during the year. Mentor Teachers are funded through the District and not through Q Comp funding.

1.7 Describe the evaluation process for each teacher leader position in the following areas:

- a) Describe how the evaluation is based on the fulfillment of the position’s responsibilities.

Teachers in Career Ladder positions are teachers who have demonstrated effectiveness as a classroom teacher in order to be selected for a Career Ladder position. Supervisors will monitor the effectiveness of teacher leaders through the observation process outlined below.

Q Comp Coordinator Evaluation:

- The Q Comp Coordinator is directly supervised by the Director of Teaching and Learning.
- The Q Comp Coordinator will be formally evaluated three times yearly, twice by the Director of Teaching and Learning and once by a second district administrator using the Peer Coach/Q Comp Coordinator evaluation form (Appendix p. 202)

- The Director of Teaching and Learning will meet with the Q Comp Coordinator following completion of the third evaluation cycle to discuss results of the Summative Assessment Report. Successful completion of position responsibilities and a rating of Proficient on the Summative Assessment Report (Appendix p. 181) are required to continue in this position the following year
- At the end of three years or if the position is vacated sooner, the Q Comp Coordinator position will be re-opened for application. The current Q Comp Coordinator is eligible to reapply provided he/she has received a rating of Proficient on the Summative Assessment Report the previous year; if the Q Comp Coordinator is not rehired for the position for another term, a full-time (1.0 FTE) teacher/program assignment will be available to him/her in the district subject to the terms of the master agreement.

Peer Coach Evaluation:

- Peer Coaches are directly supervised by the Director of Teaching and Learning.
- Full-time Peer Coaches (1.0 FTE) will be evaluated three times yearly, twice by the Q Comp Coordinator and once by the building administrator of the site out of which they office using the Peer Coach/Q Comp Coordinator evaluation form (Appendix p. 202). Successful completion of position responsibilities and a rating of Proficient on a minimum of two of the three observations are required to continue in this position the following year.
- Half-time Peer Coaches (0.5 FTE) will be evaluated two times yearly as a Peer Coach by the Q Comp Coordinator using the Peer Coach/Q Comp Coordinator evaluation form (Appendix p. 202) Half-time Peer Coaches will be evaluated one time yearly in their regular teacher/program assignment by the administrator of the building at which they spend most of their time using the evaluation form appropriate to their role. Successful completion of position responsibilities and a rating of Proficient on the Summative Assessment Report (Appendix p. 181) are required to continue in this position the following year.
- At the end of three years or if a Peer Coach position vacates a position sooner, a 1.0 FTE teacher/program assignment will be available to the teacher in the district subject to the terms of the master agreement, and the position will be re-opened for application.

PLC/Professional Development Site Facilitator Evaluation:

- PLC/Professional Development Site Facilitators are directly supervised by their building administrators.
- PLC/Professional Development Site Facilitators will be evaluated in this role twice annually by the building PLCs using the PLC/Professional Development Site Facilitator Feedback checklist form (Appendix p.183)
- The building administrator will collect feedback forms from the PLCs and meet with the Site Facilitator to discuss the results.
- A Site Facilitator must receive an average rating of Proficient on the combined total of all feedback forms to reapply for the position the following year.

PLC Leader:

- PLC Leaders are directly supervised by their building administrators.

- PLC Leaders will be evaluated in this role twice annually by the building administrator using the PLC Leader Feedback checklist form (Appendix p.184)
- A PLC Leader must receive an average rating of Proficient on the combined total of all feedback forms to reapply for the position the following year.

Q Comp Oversight Committee Member Evaluation:

- Evaluation of the teacher members of the Q Comp Oversight Committee members will be based on regular attendance at the Oversight Committee meetings.
- The Q Comp Coordinator will be responsible for documenting meeting attendance of all Oversight Committee Members. Documentation will be verified and signed by the Director of Teaching and Learning.
- Teacher members of the Oversight Committee who attend fewer than 80% of the Q Comp Oversight Committee meetings during the year will not receive their stipend for that year and will not be appointed to the Oversight Committee in subsequent years.

Mentor Teacher Evaluation:

- Mentor Teachers are directly supervised by their building administrators.
- Mentor Teachers will be evaluated in this role annually by their building administrator with input from their probationary teacher using the Mentor Teacher Feedback checklist form (Appendix p.185)
- A Mentor Teacher must receive an average rating of Proficient on the feedback form to be appointed to the position in subsequent years.

b) Describe how the results of the evaluation will be used to determine salary augmentation.

Performance Pay for Career Ladder Positions

All Career Ladder positions qualify for performance pay. The extra assignment positions will have access to Q Comp performance pay in the same manner as others in the teacher bargaining unit. The Q Comp Coordinator and Peer Coaches will be assigned to a building site by October 1 and will be eligible for the Site Goal stipend at that building. The Q Comp Coordinator will be assigned to the building site at which he/she most recently worked. Peer Coach assignments will be made based on the building at which they spend the majority of their time; if they are spread equally among sites, they will select one of those sites by October 1 of that school year.

The Q Comp Coordinator and the Peer Coaches together will form one PLC and will be eligible for a stipend based on their Individual Student Achievement Goals, which will be written as a growth goal for an audience that is a target of their specific professional role.

The Q Comp Coordinator and Peer Coaches will be eligible for their evaluation stipend by achieving a rating of Proficient on two of their three observations. Full-time Peer Coaches (1.0 FTE) will be evaluated three times yearly, twice by the Q Comp Coordinator and once by the building administrator of the site out of which they office using the Peer Coach/Q Comp Coordinator evaluation form (Appendix p. 202). Half-time Peer Coaches (0.5 FTE) will be evaluated two times yearly as a Peer Coach by the Q Comp Coordinator using the Peer Coach/Q Comp Coordinator evaluation form

(Appendix p. 202). Half-time Peer Coaches will be evaluated one time yearly in their regular teacher/program assignment by the administrator of the building at which they spend most of their time using the evaluation form appropriate to their role. The Q Comp Coordinator will be formally evaluated three times yearly, twice by the Director of Teaching and Learning and once by a second district administrator using the Peer Coach/Q Comp Coordinator evaluation form found in the Appendix.

PLC/Professional Development Site Facilitators will be evaluated twice annually by the building PLCs using the PLC/Professional Development Site Facilitator feedback checklist form. A Site Facilitator who does not receive an average rating of Proficient on the combined total of all feedback forms for the year will receive his/her stipend for that year but will not be allowed to reapply for the position the following year.

PLC Leaders will be evaluated twice annually by the building administrator using the PLC Leader Feedback checklist form. A PLC Leader who does not receive an average rating of Proficient on the combined total of all feedback forms for the year will receive his/her stipend, but will not be allowed to reapply for the position the following year.

Evaluation of the teacher members of the Q Comp Oversight Committee members will be based on regular attendance at the Oversight Committee meetings. Teacher members of the Oversight Committee who attend fewer than 80% of the required Q Comp Oversight Committee meetings during the year will not receive their stipend for that year and will not be appointed to the Oversight Committee in subsequent years.

Mentor Teachers will be evaluated in this role annually by their building administrator, with input from their probationary teacher, using the Mentor Teacher Feedback checklist form. A Mentor Teacher who does not receive an average rating of Proficient on the feedback form will receive any outstanding compensation owed for time already served outside of the contract day during that year but will not be appointed to the position in subsequent years.

Additional notes on the Career Ladder positions:

The Career Ladder positions play an essential role in the success of the Q Comp program in ISD 831. The Q Comp Coordinator in conjunction with the Oversight Committee will review the district Q Comp plan on an annual basis and recommend any modifications for the coming year as required by State law, the master agreement, or as indicated by input from the general membership of the Forest Lake Education Association and/or the District. Implementation of this Q Comp plan requires annual approval of the FLEA general membership, the School Board, and MDE. Any modifications to this Q Comp plan must be completed in advance of the vote by the FLEA general membership and the School Board to approve Q Comp for the coming year.

Component 2

Job-embedded Professional Development

Each district or charter school is required to select one district student achievement goal from their educational improvement plan (EIP) as the achievement focus for this Q Comp application. Additional goals may be selected with the understanding that each goal must link student achievement to teacher instruction, professional development and teacher evaluation.

Once the district student achievement goal is determined, each site (organizational unit) within the district is required to develop a schoolwide SMART goal based on the district goal and must complete sections 2.3–2.6 and identify the job-embedded professional development activities to be implemented to meet the schoolwide SMART goal. *Schoolwide goals must be updated annually, no later than October 1, based on new student achievement data. Site and district goals must align with each other.*

2.1 Indicate the DISTRICT student academic achievement goal for the Q Comp plan:

By spring, 2014, 83.8% of the students in grades 3-8 and 10 will earn achievement levels of "Meets the Standards" or "Exceeds the Standards" as measured by the Reading MCA. This is an improvement of 4.4% over the proficiency rate of 79.4% in 2012. By spring, 2014, 73.0% of the students in grades 3-8 and 11 will earn achievement levels of "Meets the Standards" or "Exceeds the Standards" as measured by the Math MCA. This is an improvement of 6.6% over the proficiency rate of 66.4% in 2012.

2.2 In the table below, identify each site (organizational unit) within the district: (This table will expand as needed.)

Site (organizational unit) Name
Central Montessori Elementary
Columbus Elementary
Lino Lakes Elementary
Linwood Elementary
Scandia Elementary
Wyoming Elementary
Forest Lake Elementary
Forest View Elementary
Century Junior High
Southwest Junior High
Forest Lake Alternative Learning Center (ALC)
Forest Lake High School
Forest Lake STEP
Forest Lake ECSE
Forest Lake Targeted Services*
Forest Lake Extended School Year*

*Forest Lake Targeted Services and Forest Lake Extended School Year include students from across the district who receive supplemental instructional support and who are already included in other sites listed above. For this reason, these sites are not listed separately in the pages that follow.

Replicate and complete sections 2.3 – 2.6 below for each site listed in section 2.2 above. (Select the shaded area and add text.)

Central Montessori Elementary

2.3 Identify the trend data, rationale and outcome statement.

a) **Supporting data:** Enter the assessment information and supporting data onto the table below.

Name of site: Central Montessori Elementary									
Identify standardized assessment in the SMART goal: MCA									
☒ Reading ☐ Mathematics ☐ Other (academic content)									
Identify assessed grades in the SMART goal: grades 3-6									
<i>The site goal must align to this table.</i>	School trend data* for grades in goal			District trend data for grades in goal			District trend data for all grades		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Valid measure of achievement (e.g., percent proficient): Percent proficient	76.7%	67.6%	67.7%	78.8%	82.2%	81.7%	76.1%	78.6%	79.7%
Number of students actually tested	60	71	62	1877	1835	1847	3424	3407	3357
Number of students eligible for testing	60	71	62	1886	1847	1853	3441	3424	3374

***All percentages must be calculated to at least one decimal place.**

This table above is designed for the MCA. If a different assessment is used, modify the table if needed to ensure the supporting data is included.

b) Additional supporting data to show how the decisions were data-driven (optional):



c) **Rationale for the schoolwide SMART goal:** Identify the amount of reasonable increase within the goal period and complete the following: (1-3 sentences for each part)

i Explain why the specific **content area** was chosen.

Reading achievement at Central Montessori Elementary has not improved consistently over the past three years. Although some instability in scores is unsurprising given the small number of students involved, achievement in reading over the past two years is substantially lower than it was three years ago.

ii Explain how the amount of increase is **strategic**. (Describe the relationship to the trend data or a long-term goal, showing how the increase is based on the examination of data.)

Our goal is to regain the level of achievement shown three years ago within two years and to consistently improve thereafter.

d) **Outcome Statement:**

The **4.5** percent increase represents about **3** students based on a predicted enrollment of **65** total students being tested at the site.

2.4 Indicate the Q Comp schoolwide student academic achievement SMART goal:

The percentage of all students enrolled October 1 in grades 3-6 at Central Montessori Elementary

School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA will increase from 67.7% in 2012 to 72.2% in 2013.

2.5 Describe the site job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

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. Sites will determine the composition of PLCs with final approval by the building administrator. The work of classroom teacher PLCs will focus on student achievement. The work of non-classroom teacher PLCs (e.g., nurses, social workers, etc.) will focus on impacting student achievement by supporting students' engagement in the school setting. During their PLC meetings, teachers will participate in professional discussions around curriculum, assessment, strategies/interventions, and student engagement, with a goal of improving individual student achievement aligned to the building Site Goal.

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. The district calendar will incorporate dedicated professional development time into the academic year to facilitate meeting PLC requirements. PLCs will set their meeting schedule for the entire year and submit it to the PLC/Professional Development Site Facilitator by September 30, with the understanding that meetings may need to be rescheduled due to unforeseen circumstances.

The months of September (August in-service), November, December, January, February, March, April, and May will each include professional development days during which a minimum of 135 minutes will be designated for PLC meeting time. Beyond the designated PLC meeting time, these professional development days will afford teachers the opportunity to participate in other professional development activities as planned by the building and/or district Professional Development teams with input from building administration and the Director of Teaching and Learning. Building Professional Development teams, under the leadership of the building PLC/Professional Development Site Facilitator and in collaboration with building administration, will gather input from teachers and Peer Coaches throughout the year in order to plan meaningful professional development activities to meet the varied needs of the teachers at each site. During each of these months PLCs will select a separate day on which to meet within the contract day for approximately 45 minutes for their second PLC meeting of the month; choice of date/time for PLC meetings must be approved by building administration.

Due to calendar and scheduling constraints, there will be no professional development day available to teachers during the month of October. During this month PLCs will schedule a minimum of two PLC meetings on days and times approved by building administration and agreed upon by the PLC, for a minimum total of 180 minutes for the month. Building administration will support teachers in meeting their PLC requirements for October by minimizing the number of building meetings and by offering teachers flexible scheduling options as schedules allow.

PLCs Leaders will be responsible for setting the PLC meeting agenda, facilitating the meeting, recording attendance and ensuring that meeting notes are recorded. In planning PLC meetings, PLC Leaders will work to promote and encourage the sharing of instructional strategies among the PLC members. PLC Leaders will be responsible for submitting all documents electronically to the PLC/Professional Development Site Facilitator (Site Facilitator) within a reasonable amount of time following each meeting, as well as for retaining a copy of all documentation for their own records. The Site Facilitator will retain copies of all documentation received and record PLC meeting dates and member attendance on the PLC attendance spreadsheet.

Because PLC meetings are an integral part of the professional development component of teacher evaluation, all teachers are required to regularly attend and participate in their PLC meetings. If for some reason a teacher is unable to attend a PLC meeting, the teacher must obtain the meeting minutes from the PLC Leader or a fellow PLC member and email a reflection on the content of the minutes, including confirmation of any preparation required for the next meeting, to the members of the PLC and the Site Facilitator before the next PLC meeting date. The Site Facilitator will retain the reflection as documentation for PLC participation and record that the teacher has made-up the PLC meeting on the PLC attendance spreadsheet. The Site Facilitator will submit copies of the PLC attendance spreadsheet to both the Q Comp Coordinator and the building administrator on a monthly basis. The building administrator is responsible for following up with any PLC members not meeting their PLC requirements. The Q Comp Coordinator will keep a record of PLC participation for all teachers districtwide and notify the Director of Teaching and Learning if a teacher is having difficulty completing the PLC requirements. Except in extenuating circumstances, meeting absences must be made-up in advance of the next PLC meeting. Any unresolved absences from PLC meetings as of the last student contact day in June will result in loss of the Teacher Observation portion of the teacher's performance pay.

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. The Professional Growth Plan may be developed individually or in collaboration with members of the PLC. The Individual Student Achievement Goal should be written as a SMART Goal; it should be measurable, quantifiable, and attainable. The goal may use data from common assessments, one-minute timed readings, MAP measures, MCA measures, F&P leveling, etc. Peer Coaches and administrators will receive training in writing SMART goals and will be available to help as teachers work to develop their Individual Student Achievement Goal. Teachers will complete their Professional Growth Plan (PGP) and Individual Student Achievement Goal with the support of their PLCs in advance of their first observation cycle at which time they will review their PGP and their Student Achievement Goal with their Peer Coach. The work of the PLC throughout the year should support the Professional Growth Plans and Individual Student Achievement Goals of the members. PLC work will address the four corollary questions: What is it that we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn it? How will we respond when they already know it?

PLC activities throughout the year may include but are not limited to:

- Reviewing and analyzing student achievement data
- Implementing, and evaluating research-based strategies designed to improve student achievement or professional practice
- Reflecting and self-assessing following the implementation of new strategies
- Collegial sharing of successful classroom applications of new and/or effective instructional strategies
- Writing and administering common formative and summative assessments
- Examining exemplars of student work and discussing strategies for increasing student achievement

Through their implementation of instructional strategies and their self-assessment of the impact of these strategies on student achievement following the lesson, teachers will improve their instruction. Teachers will be supported in their teaching practice through the job-embedded professional development activities facilitated by the PLC/Professional Development Site Facilitators and Peer Coaches.

Meeting agendas will include time for Q Comp teachers to discuss and reflect on student achievement data and on the delivery and impact of new instructional techniques. PLC meetings may include presentations and modeling by Peer Coaches to assist teachers in learning and implementing field-tested instructional strategies to improve their effectiveness in the classroom. Through their PLC meetings teachers will have the opportunity to seek advice, support and feedback from Peer Coaches as well as from their peers.

Teacher Observation/Evaluation will play an important role in guiding the focus of professional development at the district, site, and PLC level. During pre- and post-observation conferences with the Peer Coach, teachers will have the opportunity to review and discuss progress toward Individual Student Achievement Goals. Teacher observations by the Peer Coach will focus on specific instructional strategies designed to drive student achievement in their classrooms and to meet or exceed the Site Goal. Peer Coaches will support teachers in assessing their own level of strategic implementation of specific instructional strategies and will provide assistance for the improvement of teaching practice through the recommendation of appropriate resources and intervention strategies.

Specific description of the site-specific job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the schoolwide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the schoolwide SMART goal.

The following instructional strategies and interventions will be implemented to meet the schoolwide SMART goal:

- Spiraling of curriculum or topics
- Think, Pair, Share
- Cues and Questions
- Vocabulary development
- Scaffolding
- Comparing
- Classifying
- Summarizing
- Note Taking
- Guided Practice
- Direct Instruction
- Differentiation

b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g. grade level teams, department teams) and identify the average number of teachers on each team.

Because we are such a small staff we have one PLC of 7 classroom teachers grades K-6. Specialists meet in department teams districtwide and average 4 members per team.

- c) Describe the meeting frequency and length for all teacher teams. [All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).]

PLC meetings will occur at least twice monthly. PLCs will meet for a minimum of 135 minutes during the fall workshop week and on each districtwide professional development day throughout the year (approximately one per month). The second PLC meeting each month will occur on a separate day during the month for a minimum of 45 minutes to meet the monthly minimum total of 180 minutes.

- d) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:
- i. Teacher team meetings/PLC meetings.
 - ii. Introduction of specific instructional strategies.
 - iii. Coaching cycles.
 - iv. Teacher evaluation timeline.
 - v. Occurrence of any other professional development activities.

The following is the schedule for all job-embedded professional development plan activities throughout the year. Specific instructional strategies will be introduced and/or reinforced during the district and building professional development days.

August

- New teacher orientation
- District teacher in-service and professional development
- Building teacher in-service and professional development
- Q Comp evaluation training
- District Evaluation Team evaluation training
- PLC formation and initial meetings. PLCs select PLC Leaders and set team meeting calendar for the entire year. PLC Leaders document this information and submit to Site Facilitator

September

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Teachers work with PLCs and Peer Coaches to develop Professional Growth Plan and Individual Student Achievement Goal
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments

- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring

October

- PLC meetings, at least twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- PSAT/NMSQT assessment
- EXPLORE assessment
- PLAN assessment
- Progress monitoring
- District-level curriculum review meeting

November

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- Mentor Teacher meeting
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

December

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting

- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

January

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

February

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

March

- PLC meetings, twice monthly for a minimum total of 180 minutes

- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- District-level curriculum review meeting
- District/building Professional Development day

April

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- GRAD assessments
- District-level curriculum review meeting
- District/building Professional Development day

May

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

Coaching and Teacher Evaluation Timeline

All teachers will participate in a minimum of three observation cycles yearly. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers from the District Evaluation Team over the course of their observation cycles.

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.

Continuing contract teachers on high cycle will be observed 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.

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. The Peer Coach observation will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers on an ongoing basis throughout the year to provide them with coaching and instructional support and to assist them in developing and improving instructional skills.

The coaching cycle and teacher evaluation timeline occur concurrently as shown below. Some overlap has been provided to facilitate scheduling around leaves and unforeseen circumstances.

September 15-November 30, all teachers: Observation #1 with pre- and post-observation conference. Individual Student Achievement Goal and Professional Growth Plan developed, reviewed and submitted to Peer Coaches.

September 15-December 30, probationary teachers: Additional observation with pre- and post-observation conference for probationary teachers. Conducted by a Peer Coach who will continue to mentor them throughout the year.

November 15-February 28, all teachers: Observation #2 with pre- and post-observation conference. Review progress toward Individual Student Achievement Goal and Professional Growth Plan.

February 15-May 30, all teachers: Observation #3 with pre- and post-observation conference. Individual Student Achievement Goal results verified and documented. Summative Assessment Report form submitted to Q Comp Coordinator.

Columbus Elementary

2.3 Identify the trend data, rationale and outcome statement.

a) **Supporting data:** Enter the assessment information and supporting data onto the table below.

Name of site: Columbus Elementary									
Identify standardized assessment in the SMART goal: MCA									
☒ Reading ☐ Mathematics ☐ Other (academic content)									
Identify assessed grades in the SMART goal: grades 3-6									
<i>The site goal must align to this table.</i>	School trend data* for grades in goal			District trend data for grades in goal			District trend data for all grades		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Valid measure of achievement (e.g., percent proficient): Percent proficient	83.5%	84.8%	81.5%	78.8%	82.2%	81.7%	76.1%	78.6%	79.7%
Number of students actually tested	267	256	270	1877	1835	1847	3424	3407	3357
Number of students eligible for testing	268	258	272	1886	1847	1853	3441	3424	3374

***All percentages must be calculated to at least one decimal place.**

This table above is designed for the MCA. If a different assessment is used, modify the table if needed to ensure the supporting data is included.

b) Additional supporting data to show how the decisions were data-driven (optional):



c) **Rationale for the schoolwide SMART goal:** Identify the amount of reasonable increase within the goal period and complete the following: (1-3 sentences for each part)

i Explain why the specific **content area** was chosen.

Reading achievement at Columbus Elementary has not improved consistently over the past three years. The percentage of students earning achievement levels of Meets the Standards and Exceeds the Standards was slightly lower this past year than the average of the two previous years.

ii Explain how the amount of increase is **strategic**. (Describe the relationship to the trend data or a long-term goal, showing how the increase is based on the examination of data.)

Our goal is next year is to match the highest level of achievement shown over the past three years, and to consistently improve thereafter.

d) **Outcome Statement:**

The **3.3** percent increase represents about **9** students based on a predicted enrollment of **275** total students being tested at the site.

2.4 Indicate the Q Comp schoolwide student academic achievement SMART goal:

The percentage of all students enrolled October 1 in grades 3-6 at Columbus Elementary School who

earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA will increase from 81.5% in 2012 to 84.8% in 2013.

2.5 Describe the site job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

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. Sites will determine the composition of PLCs with final approval by the building administrator. The work of classroom teacher PLCs will focus on student achievement. The work of non-classroom teacher PLCs (e.g., nurses, social workers, etc.) will focus on impacting student achievement by supporting students' engagement in the school setting. During their PLC meetings, teachers will participate in professional discussions around curriculum, assessment, strategies/interventions, and student engagement, with a goal of improving individual student achievement aligned to the building Site Goal.

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. The district calendar will incorporate dedicated professional development time into the academic year to facilitate meeting PLC requirements. PLCs will set their meeting schedule for the entire year and submit it to the PLC/Professional Development Site Facilitator by September 30, with the understanding that meetings may need to be rescheduled due to unforeseen circumstances.

The months of September (August in-service), November, December, January, February, March, April, and May will each include professional development days during which a minimum of 135 minutes will be designated for PLC meeting time. Beyond the designated PLC meeting time, these professional development days will afford teachers the opportunity to participate in other professional development activities as planned by the building and/or district Professional Development teams with input from building administration and the Director of Teaching and Learning. Building Professional Development teams, under the leadership of the building PLC/Professional Development Site Facilitator and in collaboration with building administration, will gather input from teachers and Peer Coaches throughout the year in order to plan meaningful professional development activities to meet the varied needs of the teachers at each site. During each of these months PLCs will select a separate day on which to meet within the contract day for approximately 45 minutes for their second PLC meeting of the month; choice of date/time for PLC meetings must be approved by building administration.

Due to calendar and scheduling constraints, there will be no professional development day available to teachers during the month of October. During this month PLCs will schedule a minimum of two PLC meetings on days and times approved by building administration and agreed upon by the PLC, for a minimum total of 180 minutes for the month. Building administration will support teachers in meeting their PLC requirements for October by minimizing the number of building meetings and by offering teachers flexible scheduling options as schedules allow.

PLCs Leaders will be responsible for setting the PLC meeting agenda, facilitating the meeting, recording attendance and ensuring that meeting notes are recorded. In planning PLC meetings, PLC Leaders will work to promote and encourage the sharing of instructional strategies among the PLC members. PLC Leaders will be responsible for submitting all documents electronically to the PLC/Professional Development Site Facilitator (Site Facilitator) within a reasonable amount of time following each meeting, as well as for retaining a copy of all documentation for their own records. The Site Facilitator will retain copies of all documentation received and record PLC meeting dates and member attendance on the PLC attendance spreadsheet.

Because PLC meetings are an integral part of the professional development component of teacher evaluation, all teachers are required to regularly attend and participate in their PLC meetings. If for some reason a teacher is unable to attend a PLC meeting, the teacher must obtain the meeting minutes from a fellow PLC member and email a reflection on the content of the minutes, including confirmation of any preparation required for the next meeting, to the members of the PLC and the Site Facilitator before the next PLC meeting date. The Site Facilitator will retain the reflection as documentation for PLC participation and record that the teacher has made-up the PLC meeting on the PLC attendance spreadsheet. The Site Facilitator will submit copies of the PLC attendance spreadsheet to both the Q Comp Coordinator and the building administrator on a monthly basis. The building administrator is responsible for following up with any PLC members not meeting their PLC requirements. The Q Comp Coordinator will keep a record of PLC participation for all teachers districtwide and notify the Director of Teaching and Learning if a teacher is having difficulty completing the PLC requirements. Except in extenuating circumstances, meeting absences must be made-up in advance of the next PLC meeting. Any unresolved absences from PLC meetings as of the last student contact day in June will result in loss of the Teacher Observation portion of the teacher's performance pay.

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. The Professional Growth Plan may be developed individually or in collaboration with members of the PLC. The Individual Student Achievement Goal should be written as a SMART Goal; it should be measurable, quantifiable, and attainable. The goal may use data from common assessments, one-minute timed readings, MAP measures, MCA measures, F&P leveling, etc. Peer Coaches and administrators will receive training in writing SMART goals and will be available to help as teachers work to develop their Individual Student Achievement Goal. Teachers will complete their Professional Growth Plan (PGP) and Individual Student Achievement Goal with the support of their PLCs in advance of their first observation cycle at which time they will review their PGP and their Student Achievement Goal with their Peer Coach. The work of the PLC throughout the year should support the Professional Growth Plans and Individual Student Achievement Goals of the members. PLC work will address the four corollary questions: What is it that we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn it? How will we respond when they already know it?

PLC activities throughout the year may include but are not limited to:

- Reviewing and analyzing student achievement data
- Implementing, and evaluating research-based strategies designed to improve student achievement or professional practice
- Reflecting and self-assessing following the implementation of new strategies
- Collegial sharing of successful classroom applications of new and/or effective instructional strategies
- Writing and administering common formative and summative assessments
- Examining exemplars of student work and discussing strategies for increasing student achievement

Through their implementation of instructional strategies and their self-assessment of the impact of these strategies on student achievement following the lesson, teachers will improve their instruction. Teachers will be supported in their teaching practice through the job-embedded professional development activities facilitated by the PLC/Professional Development Site Facilitators and Peer Coaches.

Meeting agendas will include time for Q Comp teachers to discuss and reflect on student achievement data and on the delivery and impact of new instructional techniques. PLC meetings may include presentations and modeling by Peer Coaches to assist teachers in learning and implementing field-tested instructional strategies to improve their effectiveness in the classroom. Through their PLC meetings teachers will have the opportunity to seek advice, support and feedback from Peer Coaches as well as from their peers.

Teacher Observation/Evaluation will play an important role in guiding the focus of professional development at the district, site, and PLC level. During pre- and post-observation conferences with the Peer Coach, teachers will have the opportunity to review and discuss progress toward Individual Student Achievement Goals. Teacher observations by the Peer Coach will focus on specific instructional strategies designed to drive student achievement in their classrooms and to meet or exceed the Site Goal. Peer Coaches will support teachers in assessing their own level of strategic implementation of specific instructional strategies and will provide assistance for the improvement of teaching practice through the recommendation of appropriate resources and intervention strategies.

Specific description of the site-specific job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the schoolwide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the schoolwide SMART goal.

The following instructional strategies and interventions will be implemented to meet the schoolwide SMART goal:

- Spiraling of curriculum or topics
- Think, Pair, Share
- Cues and Questions
- Vocabulary development
- Scaffolding
- Comparing
- Classifying
- Summarizing
- Note Taking
- Guided Practice
- Direct Instruction
- Differentiation

b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g. grade level teams, department teams) and identify the average number of teachers on each team.

The majority of the PLCs are organized by grade level and average 5 members per team. Specialists meet in department teams districtwide and average 4 members per team.

- c) Describe the meeting frequency and length for all teacher teams. [All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).]

PLC meetings will occur at least twice monthly. PLCs will meet for a minimum of 135 minutes during the fall workshop week and on each districtwide professional development day throughout the year (approximately one per month). The second PLC meeting each month will occur on a separate day during the month for a minimum of 45 minutes to meet the monthly minimum total of 180 minutes.

- d) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:
- vi. Teacher team meetings/PLC meetings.
 - vii. Introduction of specific instructional strategies.
 - viii. Coaching cycles.
 - ix. Teacher evaluation timeline.
 - x. Occurrence of any other professional development activities.

The following is the schedule for all job-embedded professional development plan activities throughout the year. Specific instructional strategies will be introduced and/or reinforced during the district and building professional development days.

August

- New teacher orientation
- District teacher in-service and professional development
- Building teacher in-service and professional development
- Q Comp evaluation training
- District Evaluation Team evaluation training
- PLC formation and initial meetings. PLCs select PLC Leaders and set team meeting calendar for the entire year. PLC Leaders document this information and submit to Site Facilitator

September

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Teachers work with PLCs and Peer Coaches to develop Professional Growth Plan and Individual Student Achievement Goal
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments

- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring

October

- PLC meetings, at least twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- PSAT/NMSQT assessment
- EXPLORE assessment
- PLAN assessment
- Progress monitoring
- District-level curriculum review meeting

November

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- Mentor Teacher meeting
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

December

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting

- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

January

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

February

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

March

- PLC meetings, twice monthly for a minimum total of 180 minutes

- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- District-level curriculum review meeting
- District/building Professional Development day

April

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- GRAD assessments
- District-level curriculum review meeting
- District/building Professional Development day

May

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

Coaching and Teacher Evaluation Timeline

All teachers will participate in a minimum of three observation cycles yearly. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers from the District Evaluation Team over the course of their observation cycles.

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.

Continuing contract teachers on high cycle will be observed 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.

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. The Peer Coach observation will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers on an ongoing basis throughout the year to provide them with coaching and instructional support and to assist them in developing and improving instructional skills.

The coaching cycle and teacher evaluation timeline occur concurrently as shown below. Some overlap has been provided to facilitate scheduling around leaves and unforeseen circumstances.

September 15-November 30, all teachers: Observation #1 with pre- and post-observation conference. Individual Student Achievement Goal and Professional Growth Plan developed, reviewed and submitted to Peer Coaches.

September 15-December 30, probationary teachers: Additional observation with pre- and post-observation conference for probationary teachers. Conducted by a Peer Coach who will continue to mentor them throughout the year.

November 15-February 28, all teachers: Observation #2 with pre- and post-observation conference. Review progress toward Individual Student Achievement Goal and Professional Growth Plan.

February 15-May 30, all teachers: Observation #3 with pre- and post-observation conference. Individual Student Achievement Goal results verified and documented. Summative Assessment Report form submitted to Q Comp Coordinator.

Lino Lakes Elementary

2.3 Identify the trend data, rationale and outcome statement.

a) **Supporting data:** Enter the assessment information and supporting data onto the table below.

Name of site: Lino Lakes Elementary									
Identify standardized assessment in the SMART goal: MCA									
☒ Reading ☐ Mathematics ☐ Other (academic content)									
Identify assessed grades in the SMART goal: grades 3-6									
<i>The site goal must align to this table.</i>	School trend data* for grades in goal			District trend data for grades in goal			District trend data for all grades		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Valid measure of achievement (e.g., percent proficient): Percent proficient	77.7%	70.9%	77.0%	78.8%	82.2%	81.7%	76.1%	78.6%	79.7%
Number of students actually tested	229	223	213	1877	1835	1847	3424	3407	3357
Number of students eligible for testing	229	223	214	1886	1847	1853	3441	3424	3374

***All percentages must be calculated to at least one decimal place.**

This table above is designed for the MCA. If a different assessment is used, modify the table if needed to ensure the supporting data is included.

b) Additional supporting data to show how the decisions were data-driven (optional):



c) **Rationale for the schoolwide SMART goal:** Identify the amount of reasonable increase within the goal period and complete the following: (1-3 sentences for each part)

i Explain why the specific **content area** was chosen.

Reading achievement at Lino Lakes Elementary has been somewhat inconsistent over the past three years, but has been below the district average for each of those years.

ii Explain how the amount of increase is **strategic**. (Describe the relationship to the trend data or a long-term goal, showing how the increase is based on the examination of data.)

Our goal for next year is to match the highest level reached by the elementary schools in the district as a whole over the past three years, and to consistently improve thereafter.

d) **Outcome Statement:**

The **5.2** percent increase represents about **12** students based on a predicted enrollment of **225** total students being tested at the site.

2.4 Indicate the Q Comp schoolwide student academic achievement SMART goal:

The percentage of all students enrolled October 1 in grades 3-6 at Lino Lakes Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA will increase from 77.0% in 2012 to 82.2% in 2013.

2.5 Describe the site job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

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. Sites will determine the composition of PLCs with final approval by the building administrator. The work of classroom teacher PLCs will focus on student achievement. The work of non-classroom teacher PLCs (e.g., nurses, social workers, etc.) will focus on impacting student achievement by supporting students' engagement in the school setting. During their PLC meetings, teachers will participate in professional discussions around curriculum, assessment, strategies/interventions, and student engagement, with a goal of improving individual student achievement aligned to the building Site Goal.

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. The district calendar will incorporate dedicated professional development time into the academic year to facilitate meeting PLC requirements. PLCs will set their meeting schedule for the entire year and submit it to the PLC/Professional Development Site Facilitator by September 30, with the understanding that meetings may need to be rescheduled due to unforeseen circumstances.

The months of September (August in-service), November, December, January, February, March, April, and May will each include professional development days during which a minimum of 135 minutes will be designated for PLC meeting time. Beyond the designated PLC meeting time, these professional development days will afford teachers the opportunity to participate in other professional development activities as planned by the building and/or district Professional Development teams with input from building administration and the Director of Teaching and Learning. Building Professional Development teams, under the leadership of the building PLC/Professional Development Site Facilitator and in collaboration with building administration, will gather input from teachers and Peer Coaches throughout the year in order to plan meaningful professional development activities to meet the varied needs of the teachers at each site. During each of these months PLCs will select a separate day on which to meet within the contract day for approximately 45 minutes for their second PLC meeting of the month; choice of date/time for PLC meetings must be approved by building administration.

Due to calendar and scheduling constraints, there will be no professional development day available to teachers during the month of October. During this month PLCs will schedule a minimum of two PLC meetings on days and times approved by building administration and agreed upon by the PLC, for a minimum total of 180 minutes for the month. Building administration will support teachers in meeting their PLC requirements for October by minimizing the number of building meetings and by offering teachers flexible scheduling options as schedules allow.

PLCs Leaders will be responsible for setting the PLC meeting agenda, facilitating the meeting, recording attendance and ensuring that meeting notes are recorded. In planning PLC meetings, PLC Leaders will work to promote and encourage the sharing of instructional strategies among the PLC members. PLC Leaders will be responsible for submitting all documents electronically to the PLC/Professional Development Site Facilitator (Site Facilitator) within a reasonable amount of time following each meeting, as well as for retaining a copy of all documentation for their own records. The Site Facilitator will retain copies of all documentation received and record PLC meeting dates and member attendance on the PLC attendance spreadsheet.

Because PLC meetings are an integral part of the professional development component of teacher evaluation, all teachers are required to regularly attend and participate in their PLC meetings. If for some reason a teacher is unable to attend a PLC meeting, the teacher must obtain the meeting minutes from a fellow PLC member and email a reflection on

the content of the minutes, including confirmation of any preparation required for the next meeting, to the members of the PLC and the Site Facilitator before the next PLC meeting date. The Site Facilitator will retain the reflection as documentation for PLC participation and record that the teacher has made-up the PLC meeting on the PLC attendance spreadsheet. The Site Facilitator will submit copies of the PLC attendance spreadsheet to both the Q Comp Coordinator and the building administrator on a monthly basis. The building administrator is responsible for following up with any PLC members not meeting their PLC requirements. The Q Comp Coordinator will keep a record of PLC participation for all teachers districtwide and notify the Director of Teaching and Learning if a teacher is having difficulty completing the PLC requirements. Except in extenuating circumstances, meeting absences must be made-up in advance of the next PLC meeting. Any unresolved absences from PLC meetings as of the last student contact day in June will result in loss of the Teacher Observation portion of the teacher's performance pay.

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. The Professional Growth Plan may be developed individually or in collaboration with members of the PLC. The Individual Student Achievement Goal should be written as a SMART Goal; it should be measurable, quantifiable, and attainable. The goal may use data from common assessments, one-minute timed readings, MAP measures, MCA measures, F&P leveling, etc. Peer Coaches and administrators will receive training in writing SMART goals and will be available to help as teachers work to develop their Individual Student Achievement Goal. Teachers will complete their Professional Growth Plan (PGP) and Individual Student Achievement Goal with the support of their PLCs in advance of their first observation cycle at which time they will review their PGP and their Student Achievement Goal with their Peer Coach. The work of the PLC throughout the year should support the Professional Growth Plans and Individual Student Achievement Goals of the members. PLC work will address the four corollary questions: What is it that we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn it? How will we respond when they already know it?

PLC activities throughout the year may include but are not limited to:

- Reviewing and analyzing student achievement data
- Implementing, and evaluating research-based strategies designed to improve student achievement or professional practice
- Reflecting and self-assessing following the implementation of new strategies
- Collegial sharing of successful classroom applications of new and/or effective instructional strategies
- Writing and administering common formative and summative assessments
- Examining exemplars of student work and discussing strategies for increasing student achievement

Through their implementation of instructional strategies and their self-assessment of the impact of these strategies on student achievement following the lesson, teachers will improve their instruction. Teachers will be supported in their teaching practice through the job-embedded professional development activities facilitated by the PLC/Professional Development Site Facilitators and Peer Coaches.

Meeting agendas will include time for Q Comp teachers to discuss and reflect on student achievement data and on the delivery and impact of new instructional techniques. PLC meetings may include presentations and modeling by Peer Coaches to assist teachers in learning and implementing field-tested instructional strategies to improve their

effectiveness in the classroom. Through their PLC meetings teachers will have the opportunity to seek advice, support and feedback from Peer Coaches as well as from their peers.

Teacher Observation/Evaluation will play an important role in guiding the focus of professional development at the district, site, and PLC level. During pre- and post-observation conferences with the Peer Coach, teachers will have the opportunity to review and discuss progress toward Individual Student Achievement Goals. Teacher observations by the Peer Coach will focus on specific instructional strategies designed to drive student achievement in their classrooms and to meet or exceed the Site Goal. Peer Coaches will support teachers in assessing their own level of strategic implementation of specific instructional strategies and will provide assistance for the improvement of teaching practice through the recommendation of appropriate resources and intervention strategies.

Specific description of the site-specific job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the schoolwide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the schoolwide SMART goal.

The following instructional strategies and interventions will be implemented to meet the schoolwide SMART goal:

- Spiraling of curriculum or topics
- Think, Pair, Share
- Cues and Questions
- Vocabulary development
- Scaffolding
- Comparing
- Classifying
- Summarizing
- Note Taking
- Guided Practice
- Direct Instruction
- Differentiation

b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g. grade level teams, department teams) and identify the average number of teachers on each team.

The majority of the PLCs are organized by grade level and average 3 members per team. Specialists meet in department teams districtwide and average 4 members per team.

c) Describe the meeting frequency and length for all teacher teams. [All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).]

PLC meetings will occur at least twice monthly. PLCs will meet for a minimum of 135 minutes during the fall

workshop week and on each districtwide professional development day throughout the year (approximately one per month). The second PLC meeting each month will occur on a separate day during the month for a minimum of 45 minutes to meet the monthly minimum total of 180 minutes.

- d) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:
- xi. Teacher team meetings/PLC meetings.
 - xii. Introduction of specific instructional strategies.
 - xiii. Coaching cycles.
 - xiv. Teacher evaluation timeline.
 - xv. Occurrence of any other professional development activities.

The following is the schedule for all job-embedded professional development plan activities throughout the year. Specific instructional strategies will be introduced and/or reinforced during the district and building professional development days.

August

- New teacher orientation
- District teacher in-service and professional development
- Building teacher in-service and professional development
- Q Comp evaluation training
- District Evaluation Team evaluation training
- PLC formation and initial meetings. PLCs select PLC Leaders and set team meeting calendar for the entire year. PLC Leaders document this information and submit to Site Facilitator

September

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Teachers work with PLCs and Peer Coaches to develop Professional Growth Plan and Individual Student Achievement Goal
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring

October

- PLC meetings, at least twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- PSAT/NMSQT assessment
- EXPLORE assessment
- PLAN assessment
- Progress monitoring
- District-level curriculum review meeting

November

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- Mentor Teacher meeting
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

December

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

January

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

February

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

March

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- District-level curriculum review meeting

- District/building Professional Development day

April

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- GRAD assessments
- District-level curriculum review meeting
- District/building Professional Development day

May

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

Coaching and Teacher Evaluation Timeline

All teachers will participate in a minimum of three observation cycles yearly. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers from the District Evaluation Team over the course of their observation cycles.

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.

Continuing contract teachers on high cycle will be observed 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.

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. The Peer Coach observation will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers on an ongoing basis throughout the year to provide them with coaching and instructional support and to assist them in developing and improving instructional skills.

The coaching cycle and teacher evaluation timeline occur concurrently as shown below. Some overlap has been provided to facilitate scheduling around leaves and unforeseen circumstances.

September 15-November 30, all teachers: Observation #1 with pre- and post-observation conference. Individual Student Achievement Goal and Professional Growth Plan developed, reviewed and submitted to Peer Coaches.

September 15-December 30, probationary teachers: Additional observation with pre- and post-observation conference for probationary teachers. Conducted by a Peer Coach who will continue to mentor them throughout the year.

November 15-February 28, all teachers: Observation #2 with pre- and post-observation conference. Review progress toward Individual Student Achievement Goal and Professional Growth Plan.

February 15-May 30, all teachers: Observation #3 with pre- and post-observation conference. Individual Student Achievement Goal results verified and documented. Summative Assessment Report form submitted to Q Comp Coordinator.

Linwood Elementary

2.3 Identify the trend data, rationale and outcome statement.

a) **Supporting data:** Enter the assessment information and supporting data onto the table below.

Name of site: Linwood Elementary									
Identify standardized assessment in the SMART goal: MCA									
☒ Reading ☐ Mathematics ☐ Other (academic content)									
Identify assessed grades in the SMART goal: grades 3-6									
<i>The site goal must align to this table.</i>	School trend data* for grades in goal			District trend data for grades in goal			District trend data for all grades		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Valid measure of achievement (e.g., percent proficient): Percent proficient	75.9%	78.6%	78.6%	78.8%	82.2%	81.7%	76.1%	78.6%	79.7%
Number of students actually tested	261	248	248	1877	1835	1847	3424	3407	3357
Number of students eligible for testing	263	250	248	1886	1847	1853	3441	3424	3374

***All percentages must be calculated to at least one decimal place.**

This table above is designed for the MCA. If a different assessment is used, modify the table if needed to ensure the supporting data is included.

b) Additional supporting data to show how the decisions were data-driven (optional):



c) **Rationale for the schoolwide SMART goal:** Identify the amount of reasonable increase within the goal period and complete the following: (1-3 sentences for each part)

i Explain why the specific **content area** was chosen.

Reading achievement at Linwood Elementary has been below the district average for each of the past three years. Improvement shown two years ago was not maintained last year.

ii Explain how the amount of increase is **strategic**. (Describe the relationship to the trend data or a long-term goal, showing how the increase is based on the examination of data.)

Our goal for next year is to match the highest level of achievement reached by the elementary schools in the district as a whole over the past three years (82.2% earning an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA), and to consistently improve thereafter.

d) **Outcome Statement:**

The **3.6** percent increase represents about **9** students based on a predicted enrollment of **255** total students being tested at the site.

2.4 Indicate the Q Comp schoolwide student academic achievement SMART goal:

The percentage of all students enrolled October 1 in grades 3-6 at Linwood Elementary School who

earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA will increase from 78.6% in 2012 to 82.2% in 2013.

2.5 Describe the site job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

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. Sites will determine the composition of PLCs with final approval by the building administrator. The work of classroom teacher PLCs will focus on student achievement. The work of non-classroom teacher PLCs (e.g., nurses, social workers, etc.) will focus on impacting student achievement by supporting students' engagement in the school setting. During their PLC meetings, teachers will participate in professional discussions around curriculum, assessment, strategies/interventions, and student engagement, with a goal of improving individual student achievement aligned to the building Site Goal.

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. The district calendar will incorporate dedicated professional development time into the academic year to facilitate meeting PLC requirements. PLCs will set their meeting schedule for the entire year and submit it to the PLC/Professional Development Site Facilitator by September 30, with the understanding that meetings may need to be rescheduled due to unforeseen circumstances.

The months of September (August in-service), November, December, January, February, March, April, and May will each include professional development days during which a minimum of 135 minutes will be designated for PLC meeting time. Beyond the designated PLC meeting time, these professional development days will afford teachers the opportunity to participate in other professional development activities as planned by the building and/or district Professional Development teams with input from building administration and the Director of Teaching and Learning. Building Professional Development teams, under the leadership of the building PLC/Professional Development Site Facilitator and in collaboration with building administration, will gather input from teachers and Peer Coaches throughout the year in order to plan meaningful professional development activities to meet the varied needs of the teachers at each site. During each of these months PLCs will select a separate day on which to meet within the contract day for approximately 45 minutes for their second PLC meeting of the month; choice of date/time for PLC meetings must be approved by building administration.

Due to calendar and scheduling constraints, there will be no professional development day available to teachers during the month of October. During this month PLCs will schedule a minimum of two PLC meetings on days and times approved by building administration and agreed upon by the PLC, for a minimum total of 180 minutes for the month. Building administration will support teachers in meeting their PLC requirements for October by minimizing the number of building meetings and by offering teachers flexible scheduling options as schedules allow.

PLCs Leaders will be responsible for setting the PLC meeting agenda, facilitating the meeting, recording attendance and ensuring that meeting notes are recorded. In planning PLC meetings, PLC Leaders will work to promote and encourage the sharing of instructional strategies among the PLC members. PLC Leaders will be responsible for submitting all documents electronically to the PLC/Professional Development Site Facilitator (Site Facilitator) within a reasonable amount of time following each meeting, as well as for retaining a copy of all documentation for their own records. The Site Facilitator will retain copies of all documentation received and record PLC meeting dates and member attendance on the PLC attendance spreadsheet.

Because PLC meetings are an integral part of the professional development component of teacher evaluation, all teachers are required to regularly attend and participate in their PLC meetings. If for some reason a teacher is unable to attend a PLC meeting, the teacher must obtain the meeting minutes from a fellow PLC member and email a reflection on the content of the minutes, including confirmation of any preparation required for the next meeting, to the members of the PLC and the Site Facilitator before the next PLC meeting date. The Site Facilitator will retain the reflection as documentation for PLC participation and record that the teacher has made-up the PLC meeting on the PLC attendance spreadsheet. The Site Facilitator will submit copies of the PLC attendance spreadsheet to both the Q Comp Coordinator and the building administrator on a monthly basis. The building administrator is responsible for following up with any PLC members not meeting their PLC requirements. The Q Comp Coordinator will keep a record of PLC participation for all teachers districtwide and notify the Director of Teaching and Learning if a teacher is having difficulty completing the PLC requirements. Except in extenuating circumstances, meeting absences must be made-up in advance of the next PLC meeting. Any unresolved absences from PLC meetings as of the last student contact day in June will result in loss of the Teacher Observation portion of the teacher's performance pay.

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. The Professional Growth Plan may be developed individually or in collaboration with members of the PLC. The Individual Student Achievement Goal should be written as a SMART Goal; it should be measurable, quantifiable, and attainable. The goal may use data from common assessments, one-minute timed readings, MAP measures, MCA measures, F&P leveling, etc. Peer Coaches and administrators will receive training in writing SMART goals and will be available to help as teachers work to develop their Individual Student Achievement Goal. Teachers will complete their Professional Growth Plan (PGP) and Individual Student Achievement Goal with the support of their PLCs in advance of their first observation cycle at which time they will review their PGP and their Student Achievement Goal with their Peer Coach. The work of the PLC throughout the year should support the Professional Growth Plans and Individual Student Achievement Goals of the members. PLC work will address the four corollary questions: What is it that we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn it? How will we respond when they already know it?

PLC activities throughout the year may include but are not limited to:

- Reviewing and analyzing student achievement data
- Implementing, and evaluating research-based strategies designed to improve student achievement or professional practice
- Reflecting and self-assessing following the implementation of new strategies
- Collegial sharing of successful classroom applications of new and/or effective instructional strategies
- Writing and administering common formative and summative assessments
- Examining exemplars of student work and discussing strategies for increasing student achievement

Through their implementation of instructional strategies and their self-assessment of the impact of these strategies on student achievement following the lesson, teachers will improve their instruction. Teachers will be supported in their teaching practice through the job-embedded professional development activities facilitated by the PLC/Professional Development Site Facilitators and Peer Coaches.

Meeting agendas will include time for Q Comp teachers to discuss and reflect on student achievement data and on the delivery and impact of new instructional techniques. PLC meetings may include presentations and modeling by Peer Coaches to assist teachers in learning and implementing field-tested instructional strategies to improve their effectiveness in the classroom. Through their PLC meetings teachers will have the opportunity to seek advice, support and feedback from Peer Coaches as well as from their peers.

Teacher Observation/Evaluation will play an important role in guiding the focus of professional development at the district, site, and PLC level. During pre- and post-observation conferences with the Peer Coach, teachers will have the opportunity to review and discuss progress toward Individual Student Achievement Goals. Teacher observations by the Peer Coach will focus on specific instructional strategies designed to drive student achievement in their classrooms and to meet or exceed the Site Goal. Peer Coaches will support teachers in assessing their own level of strategic implementation of specific instructional strategies and will provide assistance for the improvement of teaching practice through the recommendation of appropriate resources and intervention strategies.

Specific description of the site-specific job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the schoolwide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the schoolwide SMART goal.

The following instructional strategies and interventions will be implemented to meet the schoolwide SMART goal:

- Spiraling of curriculum or topics
- Think, Pair, Share
- Cues and Questions
- Vocabulary development
- Scaffolding
- Comparing
- Classifying
- Summarizing
- Note Taking
- Guided Practice
- Direct Instruction
- Differentiation

b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g. grade level teams, department teams) and identify the average number of teachers on each team.

The majority of the PLCs are organized by grade level and average 3 members per team. Specialists meet in department teams districtwide and average 4 members per team.

- c) Describe the meeting frequency and length for all teacher teams. [All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).]

PLC meetings will occur at least twice monthly. PLCs will meet for a minimum of 135 minutes during the fall workshop week and on each districtwide professional development day throughout the year (approximately one per month). The second PLC meeting each month will occur on a separate day during the month for a minimum of 45 minutes to meet the monthly minimum total of 180 minutes.

- d) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:

- xvi. Teacher team meetings/PLC meetings.
- xvii. Introduction of specific instructional strategies.
- xviii. Coaching cycles.
- xix. Teacher evaluation timeline.
- xx. Occurrence of any other professional development activities.

The following is the schedule for all job-embedded professional development plan activities throughout the year. Specific instructional strategies will be introduced and/or reinforced during the district and building professional development days.

August

- New teacher orientation
- District teacher in-service and professional development
- Building teacher in-service and professional development
- Q Comp evaluation training
- District Evaluation Team evaluation training
- PLC formation and initial meetings. PLCs select PLC Leaders and set team meeting calendar for the entire year. PLC Leaders document this information and submit to Site Facilitator

September

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Teachers work with PLCs and Peer Coaches to develop Professional Growth Plan and Individual Student Achievement Goal
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments

- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring

October

- PLC meetings, at least twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- PSAT/NMSQT assessment
- EXPLORE assessment
- PLAN assessment
- Progress monitoring
- District-level curriculum review meeting

November

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- Mentor Teacher meeting
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

December

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting

- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

January

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

February

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

March

- PLC meetings, twice monthly for a minimum total of 180 minutes

- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- District-level curriculum review meeting
- District/building Professional Development day

April

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- GRAD assessments
- District-level curriculum review meeting
- District/building Professional Development day

May

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

Coaching and Teacher Evaluation Timeline

All teachers will participate in a minimum of three observation cycles yearly. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers from the District Evaluation Team over the course of their observation cycles.

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.

Continuing contract teachers on high cycle will be observed 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.

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. The Peer Coach observation will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers on an ongoing basis throughout the year to provide them with coaching and instructional support and to assist them in developing and improving instructional skills.

The coaching cycle and teacher evaluation timeline occur concurrently as shown below. Some overlap has been provided to facilitate scheduling around leaves and unforeseen circumstances.

September 15-November 30, all teachers: Observation #1 with pre- and post-observation conference. Individual Student Achievement Goal and Professional Growth Plan developed, reviewed and submitted to Peer Coaches.

September 15-December 30, probationary teachers: Additional observation with pre- and post-observation conference for probationary teachers. Conducted by a Peer Coach who will continue to mentor them throughout the year.

November 15-February 28, all teachers: Observation #2 with pre- and post-observation conference. Review progress toward Individual Student Achievement Goal and Professional Growth Plan.

February 15-May 30, all teachers: Observation #3 with pre- and post-observation conference. Individual Student Achievement Goal results verified and documented. Summative Assessment Report form submitted to Q Comp Coordinator.

Scandia Elementary

2.3 Identify the trend data, rationale and outcome statement.

a) **Supporting data:** Enter the assessment information and supporting data onto the table below.

Name of site: Scandia Elementary									
Identify standardized assessment in the SMART goal: MCA									
☒ Reading ☐ Mathematics ☐ Other (academic content)									
Identify assessed grades in the SMART goal: grades 3-6									
<i>The site goal must align to this table.</i>	School trend data* for grades in goal			District trend data for grades in goal			District trend data for all grades		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Valid measure of achievement (e.g., percent proficient): Percent proficient	84.7%	90.5%	94.0%	78.8%	82.2%	81.7%	76.1%	78.6%	79.7%
Number of students actually tested	248	241	249	1877	1835	1847	3424	3407	3357
Number of students eligible for testing	248	241	249	1886	1847	1853	3441	3424	3374

***All percentages must be calculated to at least one decimal place.**

This table above is designed for the MCA. If a different assessment is used, modify the table if needed to ensure the supporting data is included.

b) Additional supporting data to show how the decisions were data-driven (optional):



c) **Rationale for the schoolwide SMART goal:** Identify the amount of reasonable increase within the goal period and complete the following: (1-3 sentences for each part)

i Explain why the specific **content area** was chosen.

Reading achievement at Scandia Elementary has been steadily improving over the past three years. We would like to continue our momentum until we reach 100% proficiency.

ii Explain how the amount of increase is **strategic**. (Describe the relationship to the trend data or a long-term goal, showing how the increase is based on the examination of data.)

Our goal is to continue on track to reach 100% proficiency in reading on the MCA within the next three years.

d) **Outcome Statement:**

The **2.0** percent increase represents about **5** students based on a predicted enrollment of **255** total students being tested at the site.

2.4 Indicate the Q Comp schoolwide student academic achievement SMART goal:

The percentage of all students enrolled October 1 in grades 3-6 at Scandia Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA will increase from 94.0% in 2012 to 96.0% in 2013.

2.5 Describe the site job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

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. Sites will determine the composition of PLCs with final approval by the building administrator. The work of classroom teacher PLCs will focus on student achievement. The work of non-classroom teacher PLCs (e.g., nurses, social workers, etc.) will focus on impacting student achievement by supporting students' engagement in the school setting. During their PLC meetings, teachers will participate in professional discussions around curriculum, assessment, strategies/interventions, and student engagement, with a goal of improving individual student achievement aligned to the building Site Goal.

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. The district calendar will incorporate dedicated professional development time into the academic year to facilitate meeting PLC requirements. PLCs will set their meeting schedule for the entire year and submit it to the PLC/Professional Development Site Facilitator by September 30, with the understanding that meetings may need to be rescheduled due to unforeseen circumstances.

The months of September (August in-service), November, December, January, February, March, April, and May will each include professional development days during which a minimum of 135 minutes will be designated for PLC meeting time. Beyond the designated PLC meeting time, these professional development days will afford teachers the opportunity to participate in other professional development activities as planned by the building and/or district Professional Development teams with input from building administration and the Director of Teaching and Learning. Building Professional Development teams, under the leadership of the building PLC/Professional Development Site Facilitator and in collaboration with building administration, will gather input from teachers and Peer Coaches throughout the year in order to plan meaningful professional development activities to meet the varied needs of the teachers at each site. During each of these months PLCs will select a separate day on which to meet within the contract day for approximately 45 minutes for their second PLC meeting of the month; choice of date/time for PLC meetings must be approved by building administration.

Due to calendar and scheduling constraints, there will be no professional development day available to teachers during the month of October. During this month PLCs will schedule a minimum of two PLC meetings on days and times approved by building administration and agreed upon by the PLC, for a minimum total of 180 minutes for the month. Building administration will support teachers in meeting their PLC requirements for October by minimizing the number of building meetings and by offering teachers flexible scheduling options as schedules allow.

PLCs Leaders will be responsible for setting the PLC meeting agenda, facilitating the meeting, recording attendance and ensuring that meeting notes are recorded. In planning PLC meetings, PLC Leaders will work to promote and encourage the sharing of instructional strategies among the PLC members. PLC Leaders will be responsible for submitting all documents electronically to the PLC/Professional Development Site Facilitator (Site Facilitator) within a reasonable amount of time following each meeting, as well as for retaining a copy of all documentation for their own records. The Site Facilitator will retain copies of all documentation received and record PLC meeting dates and member attendance on the PLC attendance spreadsheet.

Because PLC meetings are an integral part of the professional development component of teacher evaluation, all teachers are required to regularly attend and participate in their PLC meetings. If for some reason a teacher is unable to attend a PLC meeting, the teacher must obtain the meeting minutes from a fellow PLC member and email a reflection on

the content of the minutes, including confirmation of any preparation required for the next meeting, to the members of the PLC and the Site Facilitator before the next PLC meeting date. The Site Facilitator will retain the reflection as documentation for PLC participation and record that the teacher has made-up the PLC meeting on the PLC attendance spreadsheet. The Site Facilitator will submit copies of the PLC attendance spreadsheet to both the Q Comp Coordinator and the building administrator on a monthly basis. The building administrator is responsible for following up with any PLC members not meeting their PLC requirements. The Q Comp Coordinator will keep a record of PLC participation for all teachers districtwide and notify the Director of Teaching and Learning if a teacher is having difficulty completing the PLC requirements. Except in extenuating circumstances, meeting absences must be made-up in advance of the next PLC meeting. Any unresolved absences from PLC meetings as of the last student contact day in June will result in loss of the Teacher Observation portion of the teacher's performance pay.

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. The Professional Growth Plan may be developed individually or in collaboration with members of the PLC. The Individual Student Achievement Goal should be written as a SMART Goal; it should be measurable, quantifiable, and attainable. The goal may use data from common assessments, one-minute timed readings, MAP measures, MCA measures, F&P leveling, etc. Peer Coaches and administrators will receive training in writing SMART goals and will be available to help as teachers work to develop their Individual Student Achievement Goal. Teachers will complete their Professional Growth Plan (PGP) and Individual Student Achievement Goal with the support of their PLCs in advance of their first observation cycle at which time they will review their PGP and their Student Achievement Goal with their Peer Coach. The work of the PLC throughout the year should support the Professional Growth Plans and Individual Student Achievement Goals of the members. PLC work will address the four corollary questions: What is it that we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn it? How will we respond when they already know it?

PLC activities throughout the year may include but are not limited to:

- Reviewing and analyzing student achievement data
- Implementing, and evaluating research-based strategies designed to improve student achievement or professional practice
- Reflecting and self-assessing following the implementation of new strategies
- Collegial sharing of successful classroom applications of new and/or effective instructional strategies
- Writing and administering common formative and summative assessments
- Examining exemplars of student work and discussing strategies for increasing student achievement

Through their implementation of instructional strategies and their self-assessment of the impact of these strategies on student achievement following the lesson, teachers will improve their instruction. Teachers will be supported in their teaching practice through the job-embedded professional development activities facilitated by the PLC/Professional Development Site Facilitators and Peer Coaches.

Meeting agendas will include time for Q Comp teachers to discuss and reflect on student achievement data and on the delivery and impact of new instructional techniques. PLC meetings may include presentations and modeling by Peer Coaches to assist teachers in learning and implementing field-tested instructional strategies to improve their

effectiveness in the classroom. Through their PLC meetings teachers will have the opportunity to seek advice, support and feedback from Peer Coaches as well as from their peers.

Teacher Observation/Evaluation will play an important role in guiding the focus of professional development at the district, site, and PLC level. During pre- and post-observation conferences with the Peer Coach, teachers will have the opportunity to review and discuss progress toward Individual Student Achievement Goals. Teacher observations by the Peer Coach will focus on specific instructional strategies designed to drive student achievement in their classrooms and to meet or exceed the Site Goal. Peer Coaches will support teachers in assessing their own level of strategic implementation of specific instructional strategies and will provide assistance for the improvement of teaching practice through the recommendation of appropriate resources and intervention strategies.

Specific description of the site-specific job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the schoolwide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the schoolwide SMART goal.

The following instructional strategies and interventions will be implemented to meet the schoolwide SMART goal:

- Spiraling of curriculum or topics
- Think, Pair, Share
- Cues and Questions
- Vocabulary development
- Scaffolding
- Comparing
- Classifying
- Summarizing
- Note Taking
- Guided Practice
- Direct Instruction
- Differentiation

b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g. grade level teams, department teams) and identify the average number of teachers on each team.

The majority of the PLCs are organized by combined grade level and average 5 members per team. Specialists meet in department teams districtwide and average 4 members per team.

- c) Describe the meeting frequency and length for all teacher teams. [All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).]

PLC meetings will occur at least twice monthly. PLCs will meet for a minimum of 135 minutes during the fall workshop week and on each districtwide professional development day throughout the year (approximately one per month). The second PLC meeting each month will occur on a separate day during the month for a minimum of 45 minutes to meet the monthly minimum total of 180 minutes.

- d) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:
- xxi. Teacher team meetings/PLC meetings.
 - xxii. Introduction of specific instructional strategies.
 - xxiii. Coaching cycles.
 - xxiv. Teacher evaluation timeline.
 - xxv. Occurrence of any other professional development activities.

The following is the schedule for all job-embedded professional development plan activities throughout the year. Specific instructional strategies will be introduced and/or reinforced during the district and building professional development days.

August

- New teacher orientation
- District teacher in-service and professional development
- Building teacher in-service and professional development
- Q Comp evaluation training
- District Evaluation Team evaluation training
- PLC formation and initial meetings. PLCs select PLC Leaders and set team meeting calendar for the entire year. PLC Leaders document this information and submit to Site Facilitator

September

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Teachers work with PLCs and Peer Coaches to develop Professional Growth Plan and Individual Student Achievement Goal
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments

- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring

October

- PLC meetings, at least twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- PSAT/NMSQT assessment
- EXPLORE assessment
- PLAN assessment
- Progress monitoring
- District-level curriculum review meeting

November

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- Mentor Teacher meeting
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

December

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting

- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

January

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

February

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

March

- PLC meetings, twice monthly for a minimum total of 180 minutes

- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- District-level curriculum review meeting
- District/building Professional Development day

April

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- GRAD assessments
- District-level curriculum review meeting
- District/building Professional Development day

May

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

Coaching and Teacher Evaluation Timeline

All teachers will participate in a minimum of three observation cycles yearly. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers from the District Evaluation Team over the course of their observation cycles.

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.

Continuing contract teachers on high cycle will be observed 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.

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. The Peer Coach observation will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers on an ongoing basis throughout the year to provide them with coaching and instructional support and to assist them in developing and improving instructional skills.

The coaching cycle and teacher evaluation timeline occur concurrently as shown below. Some overlap has been provided to facilitate scheduling around leaves and unforeseen circumstances.

September 15-November 30, all teachers: Observation #1 with pre- and post-observation conference. Individual Student Achievement Goal and Professional Growth Plan developed, reviewed and submitted to Peer Coaches.

September 15-December 30, probationary teachers: Additional observation with pre- and post-observation conference for probationary teachers. Conducted by a Peer Coach who will continue to mentor them throughout the year.

November 15-February 28, all teachers: Observation #2 with pre- and post-observation conference. Review progress toward Individual Student Achievement Goal and Professional Growth Plan.

February 15-May 30, all teachers: Observation #3 with pre- and post-observation conference. Individual Student Achievement Goal results verified and documented. Summative Assessment Report form submitted to Q Comp Coordinator.

Wyoming Elementary

2.3 Identify the trend data, rationale and outcome statement.

a) **Supporting data:** Enter the assessment information and supporting data onto the table below.

Name of site: Wyoming Elementary									
Identify standardized assessment in the SMART goal: MCA									
☒ Reading ☐ Mathematics ☐ Other (academic content)									
Identify assessed grades in the SMART goal: grades 3-6									
<i>The site goal must align to this table.</i>	School trend data* for grades in goal			District trend data for grades in goal			District trend data for all grades		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Valid measure of achievement (e.g., percent proficient): Percent proficient	83.7%	90.9%	88.3%	78.8%	82.2%	81.7%	76.1%	78.6%	79.7%
Number of students actually tested	331	342	350	1877	1835	1847	3424	3407	3357
Number of students eligible for testing	337	347	350	1886	1847	1853	3441	3424	3374

***All percentages must be calculated to at least one decimal place.**

This table above is designed for the MCA. If a different assessment is used, modify the table if needed to ensure the supporting data is included.

b) Additional supporting data to show how the decisions were data-driven (optional):



c) **Rationale for the schoolwide SMART goal:** Identify the amount of reasonable increase within the goal period and complete the following: (1-3 sentences for each part)

i Explain why the specific **content area** was chosen.

Although reading achievement at Wyoming Elementary has been above the district average for each of the past three years, our level of achievement has been somewhat inconsistent during that time.

ii Explain how the amount of increase is **strategic**. (Describe the relationship to the trend data or a long-term goal, showing how the increase is based on the examination of data.)

Our goal for next year is to meet our previous high of 90.9% of students earning an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA, and to improve consistently thereafter.

d) **Outcome Statement:**

The **2.6** percent increase represents about **9** students based on a predicted enrollment of **355** total students being tested at the site.

2.4 Indicate the Q Comp schoolwide student academic achievement SMART goal:

The percentage of all students enrolled October 1 in grades 3-6 at Wyoming Elementary School who

earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA will increase from 88.3% in 2012 to 90.9% in 2013.

2.5 Describe the site job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

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. Sites will determine the composition of PLCs with final approval by the building administrator. The work of classroom teacher PLCs will focus on student achievement. The work of non-classroom teacher PLCs (e.g., nurses, social workers, etc.) will focus on impacting student achievement by supporting students' engagement in the school setting. During their PLC meetings, teachers will participate in professional discussions around curriculum, assessment, strategies/interventions, and student engagement, with a goal of improving individual student achievement aligned to the building Site Goal.

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. The district calendar will incorporate dedicated professional development time into the academic year to facilitate meeting PLC requirements. PLCs will set their meeting schedule for the entire year and submit it to the PLC/Professional Development Site Facilitator by September 30, with the understanding that meetings may need to be rescheduled due to unforeseen circumstances.

The months of September (August in-service), November, December, January, February, March, April, and May will each include professional development days during which a minimum of 135 minutes will be designated for PLC meeting time. Beyond the designated PLC meeting time, these professional development days will afford teachers the opportunity to participate in other professional development activities as planned by the building and/or district Professional Development teams with input from building administration and the Director of Teaching and Learning. Building Professional Development teams, under the leadership of the building PLC/Professional Development Site Facilitator and in collaboration with building administration, will gather input from teachers and Peer Coaches throughout the year in order to plan meaningful professional development activities to meet the varied needs of the teachers at each site. During each of these months PLCs will select a separate day on which to meet within the contract day for approximately 45 minutes for their second PLC meeting of the month; choice of date/time for PLC meetings must be approved by building administration.

Due to calendar and scheduling constraints, there will be no professional development day available to teachers during the month of October. During this month PLCs will schedule a minimum of two PLC meetings on days and times approved by building administration and agreed upon by the PLC, for a minimum total of 180 minutes for the month. Building administration will support teachers in meeting their PLC requirements for October by minimizing the number of building meetings and by offering teachers flexible scheduling options as schedules allow.

PLCs Leaders will be responsible for setting the PLC meeting agenda, facilitating the meeting, recording attendance and ensuring that meeting notes are recorded. In planning PLC meetings, PLC Leaders will work to promote and encourage the sharing of instructional strategies among the PLC members. PLC Leaders will be responsible for submitting all documents electronically to the PLC/Professional Development Site Facilitator (Site Facilitator) within a reasonable amount of time following each meeting, as well as for retaining a copy of all documentation for their own records. The Site Facilitator will retain copies of all documentation received and record PLC meeting dates and member attendance on the PLC attendance spreadsheet.

Because PLC meetings are an integral part of the professional development component of teacher evaluation, all teachers are required to regularly attend and participate in their PLC meetings. If for some reason a teacher is unable to attend a PLC meeting, the teacher must obtain the meeting minutes from a fellow PLC member and email a reflection on the content of the minutes, including confirmation of any preparation required for the next meeting, to the members of the PLC and the Site Facilitator before the next PLC meeting date. The Site Facilitator will retain the reflection as documentation for PLC participation and record that the teacher has made-up the PLC meeting on the PLC attendance spreadsheet. The Site Facilitator will submit copies of the PLC attendance spreadsheet to both the Q Comp Coordinator and the building administrator on a monthly basis. The building administrator is responsible for following up with any PLC members not meeting their PLC requirements. The Q Comp Coordinator will keep a record of PLC participation for all teachers districtwide and notify the Director of Teaching and Learning if a teacher is having difficulty completing the PLC requirements. Except in extenuating circumstances, meeting absences must be made-up in advance of the next PLC meeting. Any unresolved absences from PLC meetings as of the last student contact day in June will result in loss of the Teacher Observation portion of the teacher's performance pay.

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. The Professional Growth Plan may be developed individually or in collaboration with members of the PLC. The Individual Student Achievement Goal should be written as a SMART Goal; it should be measurable, quantifiable, and attainable. The goal may use data from common assessments, one-minute timed readings, MAP measures, MCA measures, F&P leveling, etc. Peer Coaches and administrators will receive training in writing SMART goals and will be available to help as teachers work to develop their Individual Student Achievement Goal. Teachers will complete their Professional Growth Plan (PGP) and Individual Student Achievement Goal with the support of their PLCs in advance of their first observation cycle at which time they will review their PGP and their Student Achievement Goal with their Peer Coach. The work of the PLC throughout the year should support the Professional Growth Plans and Individual Student Achievement Goals of the members. PLC work will address the four corollary questions: What is it that we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn it? How will we respond when they already know it?

PLC activities throughout the year may include but are not limited to:

- Reviewing and analyzing student achievement data
- Implementing, and evaluating research-based strategies designed to improve student achievement or professional practice
- Reflecting and self-assessing following the implementation of new strategies
- Collegial sharing of successful classroom applications of new and/or effective instructional strategies
- Writing and administering common formative and summative assessments
- Examining exemplars of student work and discussing strategies for increasing student achievement

Through their implementation of instructional strategies and their self-assessment of the impact of these strategies on student achievement following the lesson, teachers will improve their instruction. Teachers will be supported in their teaching practice through the job-embedded professional development activities facilitated by the PLC/Professional Development Site Facilitators and Peer Coaches.

Meeting agendas will include time for Q Comp teachers to discuss and reflect on student achievement data and on the delivery and impact of new instructional techniques. PLC meetings may include presentations and modeling by Peer Coaches to assist teachers in learning and implementing field-tested instructional strategies to improve their effectiveness in the classroom. Through their PLC meetings teachers will have the opportunity to seek advice, support and feedback from Peer Coaches as well as from their peers.

Teacher Observation/Evaluation will play an important role in guiding the focus of professional development at the district, site, and PLC level. During pre- and post-observation conferences with the Peer Coach, teachers will have the opportunity to review and discuss progress toward Individual Student Achievement Goals. Teacher observations by the Peer Coach will focus on specific instructional strategies designed to drive student achievement in their classrooms and to meet or exceed the Site Goal. Peer Coaches will support teachers in assessing their own level of strategic implementation of specific instructional strategies and will provide assistance for the improvement of teaching practice through the recommendation of appropriate resources and intervention strategies.

Specific description of the site-specific job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the schoolwide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the schoolwide SMART goal.

The following instructional strategies and interventions will be implemented to meet the schoolwide SMART goal:

- Spiraling of curriculum or topics
- Think, Pair, Share
- Cues and Questions
- Vocabulary development
- Scaffolding
- Comparing
- Classifying
- Summarizing
- Note Taking
- Guided Practice
- Direct Instruction
- Differentiation

b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g. grade level teams, department teams) and identify the average number of teachers on each team.

The majority of the PLCs are organized by grade level and average 4 members per team. Specialists meet in department teams districtwide and average 4 members per team.

- c) Describe the meeting frequency and length for all teacher teams. [All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).]

PLC meetings will occur at least twice monthly. PLCs will meet for a minimum of 135 minutes during the fall workshop week and on each districtwide professional development day throughout the year (approximately one per month). The second PLC meeting each month will occur on a separate day during the month for a minimum of 45 minutes to meet the monthly minimum total of 180 minutes.

- d) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:

- xxvi. Teacher team meetings/PLC meetings.
- xxvii. Introduction of specific instructional strategies.
- xxviii. Coaching cycles.
- xxix. Teacher evaluation timeline.
- xxx. Occurrence of any other professional development activities.

The following is the schedule for all job-embedded professional development plan activities throughout the year. Specific instructional strategies will be introduced and/or reinforced during the district and building professional development days.

August

- New teacher orientation
- District teacher in-service and professional development
- Building teacher in-service and professional development
- Q Comp evaluation training
- District Evaluation Team evaluation training
- PLC formation and initial meetings. PLCs select PLC Leaders and set team meeting calendar for the entire year. PLC Leaders document this information and submit to Site Facilitator

September

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Teachers work with PLCs and Peer Coaches to develop Professional Growth Plan and Individual Student Achievement Goal
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments

- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring

October

- PLC meetings, at least twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- PSAT/NMSQT assessment
- EXPLORE assessment
- PLAN assessment
- Progress monitoring
- District-level curriculum review meeting

November

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- Mentor Teacher meeting
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

December

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting

- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

January

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

February

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

March

- PLC meetings, twice monthly for a minimum total of 180 minutes

- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- District-level curriculum review meeting
- District/building Professional Development day

April

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- GRAD assessments
- District-level curriculum review meeting
- District/building Professional Development day

May

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

Coaching and Teacher Evaluation Timeline

All teachers will participate in a minimum of three observation cycles yearly. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers from the District Evaluation Team over the course of their observation cycles.

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.

Continuing contract teachers on high cycle will be observed 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.

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. The Peer Coach observation will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers on an ongoing basis throughout the year to provide them with coaching and instructional support and to assist them in developing and improving instructional skills.

The coaching cycle and teacher evaluation timeline occur concurrently as shown below. Some overlap has been provided to facilitate scheduling around leaves and unforeseen circumstances.

September 15-November 30, all teachers: Observation #1 with pre- and post-observation conference. Individual Student Achievement Goal and Professional Growth Plan developed, reviewed and submitted to Peer Coaches.

September 15-December 30, probationary teachers: Additional observation with pre- and post-observation conference for probationary teachers. Conducted by a Peer Coach who will continue to mentor them throughout the year.

November 15-February 28, all teachers: Observation #2 with pre- and post-observation conference. Review progress toward Individual Student Achievement Goal and Professional Growth Plan.

February 15-May 30, all teachers: Observation #3 with pre- and post-observation conference. Individual Student Achievement Goal results verified and documented. Summative Assessment Report form submitted to Q Comp Coordinator.

Forest Lake Elementary

2.3 Identify the trend data, rationale and outcome statement.

a) **Supporting data:** Enter the assessment information and supporting data onto the table below.

Name of site: Forest Lake Elementary									
Identify standardized assessment in the SMART goal: MCA									
☒ Reading ☐ Mathematics ☐ Other (academic content)									
Identify assessed grades in the SMART goal: grades 3-6									
<i>The site goal must align to this table.</i>	School trend data* for grades in goal			District trend data for grades in goal			District trend data for all grades		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Valid measure of achievement (e.g., percent proficient): Percent proficient	63.9%	79.9%	77.1%	78.8%	82.2%	81.7%	76.1%	78.6%	79.7%
Number of students actually tested	180	328	327	1877	1835	1847	3424	3407	3357
Number of students eligible for testing	180	328	329	1886	1847	1853	3441	3424	3374

***All percentages must be calculated to at least one decimal place.**

This table above is designed for the MCA. If a different assessment is used, modify the table if needed to ensure the supporting data is included.

b) Additional supporting data to show how the decisions were data-driven (optional):



c) **Rationale for the schoolwide SMART goal:** Identify the amount of reasonable increase within the goal period and complete the following: (1-3 sentences for each part)

i Explain why the specific **content area** was chosen.

Reading achievement at Forest Lake Elementary has not improved consistently over the past three years. The percentage of students earning achievement levels of Meets the Standards and Exceeds the Standards was slightly lower this past year than the previous year.

ii Explain how the amount of increase is **strategic**. (Describe the relationship to the trend data or a long-term goal, showing how the increase is based on the examination of data.)

Our goal for next year is to exceed our previous high of 79.9% of students earning an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA by an additional 1% (which represents a 5% reduction in the percentage of students not meeting the proficiency criterion), and to improve consistently thereafter.

d) **Outcome Statement:**

The **3.8** percent increase represents about **13** students based on a predicted enrollment of **340** total students being tested at the site.

2.4 Indicate the Q Comp schoolwide student academic achievement SMART goal:

The percentage of all students enrolled October 1 in grades 4-6 at Forest Lake Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA will increase from 77.1% in 2012 to 80.9% in 2013.

2.5 Describe the site job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

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. Sites will determine the composition of PLCs with final approval by the building administrator. The work of classroom teacher PLCs will focus on student achievement. The work of non-classroom teacher PLCs (e.g., nurses, social workers, etc.) will focus on impacting student achievement by supporting students' engagement in the school setting. During their PLC meetings, teachers will participate in professional discussions around curriculum, assessment, strategies/interventions, and student engagement, with a goal of improving individual student achievement aligned to the building Site Goal.

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. The district calendar will incorporate dedicated professional development time into the academic year to facilitate meeting PLC requirements. PLCs will set their meeting schedule for the entire year and submit it to the PLC/Professional Development Site Facilitator by September 30, with the understanding that meetings may need to be rescheduled due to unforeseen circumstances.

The months of September (August in-service), November, December, January, February, March, April, and May will each include professional development days during which a minimum of 135 minutes will be designated for PLC meeting time. Beyond the designated PLC meeting time, these professional development days will afford teachers the opportunity to participate in other professional development activities as planned by the building and/or district Professional Development teams with input from building administration and the Director of Teaching and Learning. Building Professional Development teams, under the leadership of the building PLC/Professional Development Site Facilitator and in collaboration with building administration, will gather input from teachers and Peer Coaches throughout the year in order to plan meaningful professional development activities to meet the varied needs of the teachers at each site. During each of these months PLCs will select a separate day on which to meet within the contract day for approximately 45 minutes for their second PLC meeting of the month; choice of date/time for PLC meetings must be approved by building administration.

Due to calendar and scheduling constraints, there will be no professional development day available to teachers during the month of October. During this month PLCs will schedule a minimum of two PLC meetings on days and times approved by building administration and agreed upon by the PLC, for a minimum total of 180 minutes for the month. Building administration will support teachers in meeting their PLC requirements for October by minimizing the number of building meetings and by offering teachers flexible scheduling options as schedules allow.

PLCs Leaders will be responsible for setting the PLC meeting agenda, facilitating the meeting, recording attendance and ensuring that meeting notes are recorded. In planning PLC meetings, PLC Leaders will work to promote and encourage the sharing of instructional strategies among the PLC members. PLC Leaders will be responsible for submitting all documents electronically to the PLC/Professional Development Site Facilitator (Site Facilitator) within a reasonable amount of time following each meeting, as well as for retaining a copy of all documentation for their own records. The Site Facilitator will retain copies of all documentation received and record PLC meeting dates and member attendance on the PLC attendance spreadsheet.

Because PLC meetings are an integral part of the professional development component of teacher evaluation, all teachers are required to regularly attend and participate in their PLC meetings. If for some reason a teacher is unable to attend a PLC meeting, the teacher must obtain the meeting minutes from a fellow PLC member and email a reflection on the content of the minutes, including confirmation of any preparation required for the next meeting, to the members of the PLC and the Site Facilitator before the next PLC meeting date. The Site Facilitator will retain the reflection as documentation for PLC participation and record that the teacher has made-up the PLC meeting on the PLC attendance spreadsheet. The Site Facilitator will submit copies of the PLC attendance spreadsheet to both the Q Comp Coordinator and the building administrator on a monthly basis. The building administrator is responsible for following up with any PLC members not meeting their PLC requirements. The Q Comp Coordinator will keep a record of PLC participation for all teachers districtwide and notify the Director of Teaching and Learning if a teacher is having difficulty completing the PLC requirements. Except in extenuating circumstances, meeting absences must be made-up in advance of the next PLC meeting. Any unresolved absences from PLC meetings as of the last student contact day in June will result in loss of the Teacher Observation portion of the teacher's performance pay.

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. The Professional Growth Plan may be developed individually or in collaboration with members of the PLC. The Individual Student Achievement Goal should be written as a SMART Goal; it should be measurable, quantifiable, and attainable. The goal may use data from common assessments, one-minute timed readings, MAP measures, MCA measures, F&P leveling, etc. Peer Coaches and administrators will receive training in writing SMART goals and will be available to help as teachers work to develop their Individual Student Achievement Goal. Teachers will complete their Professional Growth Plan (PGP) and Individual Student Achievement Goal with the support of their PLCs in advance of their first observation cycle at which time they will review their PGP and their Student Achievement Goal with their Peer Coach. The work of the PLC throughout the year should support the Professional Growth Plans and Individual Student Achievement Goals of the members. PLC work will address the four corollary questions: What is it that we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn it? How will we respond when they already know it?

PLC activities throughout the year may include but are not limited to:

- Reviewing and analyzing student achievement data
- Implementing, and evaluating research-based strategies designed to improve student achievement or professional practice
- Reflecting and self-assessing following the implementation of new strategies
- Collegial sharing of successful classroom applications of new and/or effective instructional strategies
- Writing and administering common formative and summative assessments
- Examining exemplars of student work and discussing strategies for increasing student achievement

Through their implementation of instructional strategies and their self-assessment of the impact of these strategies on student achievement following the lesson, teachers will improve their instruction. Teachers will be supported in their teaching practice through the job-embedded professional development activities facilitated by the PLC/Professional Development Site Facilitators and Peer Coaches.

Meeting agendas will include time for Q Comp teachers to discuss and reflect on student achievement data and on the delivery and impact of new instructional techniques. PLC meetings may include presentations and modeling by Peer Coaches to assist teachers in learning and implementing field-tested instructional strategies to improve their effectiveness in the classroom. Through their PLC meetings teachers will have the opportunity to seek advice, support and feedback from Peer Coaches as well as from their peers.

Teacher Observation/Evaluation will play an important role in guiding the focus of professional development at the district, site, and PLC level. During pre- and post-observation conferences with the Peer Coach, teachers will have the opportunity to review and discuss progress toward Individual Student Achievement Goals. Teacher observations by the Peer Coach will focus on specific instructional strategies designed to drive student achievement in their classrooms and to meet or exceed the Site Goal. Peer Coaches will support teachers in assessing their own level of strategic implementation of specific instructional strategies and will provide assistance for the improvement of teaching practice through the recommendation of appropriate resources and intervention strategies.

Specific description of the site-specific job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the schoolwide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the schoolwide SMART goal.

The following instructional strategies and interventions will be implemented to meet the schoolwide SMART goal:

- Spiraling of curriculum or topics
- Think, Pair, Share
- Cues and Questions
- Vocabulary development
- Scaffolding
- Comparing
- Classifying
- Summarizing
- Note Taking
- Guided Practice
- Direct Instruction
- Differentiation

b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g. grade level teams, department teams) and identify the average number of teachers on each team.

The majority of the PLCs are organized by grade level and average 4 members per team. Specialists meet in department teams districtwide and average 4 members per team.

- c) Describe the meeting frequency and length for all teacher teams. [All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).]

PLC meetings will occur at least twice monthly. PLCs will meet for a minimum of 135 minutes during the fall workshop week and on each districtwide professional development day throughout the year (approximately one per month). The second PLC meeting each month will occur on a separate day during the month for a minimum of 45 minutes to meet the monthly minimum total of 180 minutes.

- d) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:

- xxxi. Teacher team meetings/PLC meetings.
- xxxii. Introduction of specific instructional strategies.
- xxxiii. Coaching cycles.
- xxxiv. Teacher evaluation timeline.
- xxxv. Occurrence of any other professional development activities.

The following is the schedule for all job-embedded professional development plan activities throughout the year. Specific instructional strategies will be introduced and/or reinforced during the district and building professional development days.

August

- New teacher orientation
- District teacher in-service and professional development
- Building teacher in-service and professional development
- Q Comp evaluation training
- District Evaluation Team evaluation training
- PLC formation and initial meetings. PLCs select PLC Leaders and set team meeting calendar for the entire year. PLC Leaders document this information and submit to Site Facilitator

September

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Teachers work with PLCs and Peer Coaches to develop Professional Growth Plan and Individual Student Achievement Goal
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments

- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring

October

- PLC meetings, at least twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- PSAT/NMSQT assessment
- EXPLORE assessment
- PLAN assessment
- Progress monitoring
- District-level curriculum review meeting

November

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- Mentor Teacher meeting
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

December

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting

- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

January

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

February

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

March

- PLC meetings, twice monthly for a minimum total of 180 minutes

- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- District-level curriculum review meeting
- District/building Professional Development day

April

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- GRAD assessments
- District-level curriculum review meeting
- District/building Professional Development day

May

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

Coaching and Teacher Evaluation Timeline

All teachers will participate in a minimum of three observation cycles yearly. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers from the District Evaluation Team over the course of their observation cycles.

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.

Continuing contract teachers on high cycle will be observed 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.

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. The Peer Coach observation will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers on an ongoing basis throughout the year to provide them with coaching and instructional support and to assist them in developing and improving instructional skills.

The coaching cycle and teacher evaluation timeline occur concurrently as shown below. Some overlap has been provided to facilitate scheduling around leaves and unforeseen circumstances.

September 15-November 30, all teachers: Observation #1 with pre- and post-observation conference. Individual Student Achievement Goal and Professional Growth Plan developed, reviewed and submitted to Peer Coaches.

September 15-December 30, probationary teachers: Additional observation with pre- and post-observation conference for probationary teachers. Conducted by a Peer Coach who will continue to mentor them throughout the year.

November 15-February 28, all teachers: Observation #2 with pre- and post-observation conference. Review progress toward Individual Student Achievement Goal and Professional Growth Plan.

February 15-May 30, all teachers: Observation #3 with pre- and post-observation conference. Individual Student Achievement Goal results verified and documented. Summative Assessment Report form submitted to Q Comp Coordinator.

Forest View Elementary

2.3 Identify the trend data, rationale and outcome statement.

a) **Supporting data:** Enter the assessment information and supporting data onto the table below.

Name of site: Forest View Elementary									
Identify standardized assessment in the SMART goal: MCA									
☒ Reading ☐ Mathematics ☐ Other (academic content)									
Identify assessed grades in the SMART goal: grades 3-6									
<i>The site goal must align to this table.</i>	School trend data* for grades in goal			District trend data for grades in goal			District trend data for all grades		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Valid measure of achievement (e.g., percent proficient): Percent proficient	77.4%	78.6%	72.7%	78.8%	82.2%	81.7%	76.1%	78.6%	79.7%
Number of students actually tested	301	126	128	1877	1835	1847	3424	3407	3357
Number of students eligible for testing	301	129	129	1886	1847	1853	3441	3424	3374

***All percentages must be calculated to at least one decimal place.**

This table above is designed for the MCA. If a different assessment is used, modify the table if needed to ensure the supporting data is included.

b) Additional supporting data to show how the decisions were data-driven (optional):

c) **Rationale for the schoolwide SMART goal:** Identify the amount of reasonable increase within the goal period and complete the following: (1-3 sentences for each part)

i Explain why the specific **content area** was chosen.

Reading achievement at Forest View Elementary has not improved consistently over the past three years. The percentage of students earning achievement levels of Meets the Standards and Exceeds the Standards was somewhat lower this past year than the average of the two previous years.

ii Explain how the amount of increase is **strategic**. (Describe the relationship to the trend data or a long-term goal, showing how the increase is based on the examination of data.)

Our goal for next year is to meet our previous high of 78.6% of students earning an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA, and to improve consistently thereafter.

d) **Outcome Statement:**

The **5.9** percent increase represents about **8** students based on a predicted enrollment of **135** total students being tested at the site.

2.4 Indicate the Q Comp schoolwide student academic achievement SMART goal:

The percentage of all students enrolled October 1 in grade 3 at Forest View Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA will increase from 72.7% in 2012 to 78.6% in 2013.

2.5 Describe the site job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

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. Sites will determine the composition of PLCs with final approval by the building administrator. The work of classroom teacher PLCs will focus on student achievement. The work of non-classroom teacher PLCs (e.g., nurses, social workers, etc.) will focus on impacting student achievement by supporting students' engagement in the school setting. During their PLC meetings, teachers will participate in professional discussions around curriculum, assessment, strategies/interventions, and student engagement, with a goal of improving individual student achievement aligned to the building Site Goal.

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. The district calendar will incorporate dedicated professional development time into the academic year to facilitate meeting PLC requirements. PLCs will set their meeting schedule for the entire year and submit it to the PLC/Professional Development Site Facilitator by September 30, with the understanding that meetings may need to be rescheduled due to unforeseen circumstances.

The months of September (August in-service), November, December, January, February, March, April, and May will each include professional development days during which a minimum of 135 minutes will be designated for PLC meeting time. Beyond the designated PLC meeting time, these professional development days will afford teachers the opportunity to participate in other professional development activities as planned by the building and/or district Professional Development teams with input from building administration and the Director of Teaching and Learning. Building Professional Development teams, under the leadership of the building PLC/Professional Development Site Facilitator and in collaboration with building administration, will gather input from teachers and Peer Coaches throughout the year in order to plan meaningful professional development activities to meet the varied needs of the teachers at each site. During each of these months PLCs will select a separate day on which to meet within the contract day for approximately 45 minutes for their second PLC meeting of the month; choice of date/time for PLC meetings must be approved by building administration.

Due to calendar and scheduling constraints, there will be no professional development day available to teachers during the month of October. During this month PLCs will schedule a minimum of two PLC meetings on days and times approved by building administration and agreed upon by the PLC, for a minimum total of 180 minutes for the month. Building administration will support teachers in meeting their PLC requirements for October by minimizing the number of building meetings and by offering teachers flexible scheduling options as schedules allow.

PLCs Leaders will be responsible for setting the PLC meeting agenda, facilitating the meeting, recording attendance and ensuring that meeting notes are recorded. In planning PLC meetings, PLC Leaders will work to promote and encourage the sharing of instructional strategies among the PLC members. PLC Leaders will be responsible for submitting all documents electronically to the PLC/Professional Development Site Facilitator (Site Facilitator) within a reasonable amount of time following each meeting, as well as for retaining a copy of all documentation for their own records. The Site Facilitator will retain copies of all documentation received and record PLC meeting dates and member attendance on the PLC attendance spreadsheet.

Because PLC meetings are an integral part of the professional development component of teacher evaluation, all teachers are required to regularly attend and participate in their PLC meetings. If for some reason a teacher is unable to attend a PLC meeting, the teacher must obtain the meeting minutes from a fellow PLC member and email a reflection on the content of the minutes, including confirmation of any preparation required for the next meeting, to the members of the PLC and the Site Facilitator before the next PLC meeting date. The Site Facilitator will retain the reflection as documentation for PLC participation and record that the teacher has made-up the PLC meeting on the PLC attendance spreadsheet. The Site Facilitator will submit copies of the PLC attendance spreadsheet to both the Q Comp Coordinator and the building administrator on a monthly basis. The building administrator is responsible for following up with any PLC members not meeting their PLC requirements. The Q Comp Coordinator will keep a record of PLC participation for all teachers districtwide and notify the Director of Teaching and Learning if a teacher is having difficulty completing the PLC requirements. Except in extenuating circumstances, meeting absences must be made-up in advance of the next PLC meeting. Any unresolved absences from PLC meetings as of the last student contact day in June will result in loss of the Teacher Observation portion of the teacher's performance pay.

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. The Professional Growth Plan may be developed individually or in collaboration with members of the PLC. The Individual Student Achievement Goal should be written as a SMART Goal; it should be measurable, quantifiable, and attainable. The goal may use data from common assessments, one-minute timed readings, MAP measures, MCA measures, F&P leveling, etc. Peer Coaches and administrators will receive training in writing SMART goals and will be available to help as teachers work to develop their Individual Student Achievement Goal. Teachers will complete their Professional Growth Plan (PGP) and Individual Student Achievement Goal with the support of their PLCs in advance of their first observation cycle at which time they will review their PGP and their Student Achievement Goal with their Peer Coach. The work of the PLC throughout the year should support the Professional Growth Plans and Individual Student Achievement Goals of the members. PLC work will address the four corollary questions: What is it that we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn it? How will we respond when they already know it?

PLC activities throughout the year may include but are not limited to:

- Reviewing and analyzing student achievement data
- Implementing, and evaluating research-based strategies designed to improve student achievement or professional practice
- Reflecting and self-assessing following the implementation of new strategies
- Collegial sharing of successful classroom applications of new and/or effective instructional strategies
- Writing and administering common formative and summative assessments
- Examining exemplars of student work and discussing strategies for increasing student achievement

Through their implementation of instructional strategies and their self-assessment of the impact of these strategies on student achievement following the lesson, teachers will improve their instruction. Teachers will be supported in their teaching practice through the job-embedded professional development activities facilitated by the PLC/Professional Development Site Facilitators and Peer Coaches.

Meeting agendas will include time for Q Comp teachers to discuss and reflect on student achievement data and on the delivery and impact of new instructional techniques. PLC meetings may include presentations and modeling by Peer Coaches to assist teachers in learning and implementing field-tested instructional strategies to improve their effectiveness in the classroom. Through their PLC meetings teachers will have the opportunity to seek advice, support and feedback from Peer Coaches as well as from their peers.

Teacher Observation/Evaluation will play an important role in guiding the focus of professional development at the district, site, and PLC level. During pre- and post-observation conferences with the Peer Coach, teachers will have the opportunity to review and discuss progress toward Individual Student Achievement Goals. Teacher observations by the Peer Coach will focus on specific instructional strategies designed to drive student achievement in their classrooms and to meet or exceed the Site Goal. Peer Coaches will support teachers in assessing their own level of strategic implementation of specific instructional strategies and will provide assistance for the improvement of teaching practice through the recommendation of appropriate resources and intervention strategies.

Specific description of the site-specific job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the schoolwide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the schoolwide SMART goal.

The following instructional strategies and interventions will be implemented to meet the schoolwide SMART goal:

- Spiraling of curriculum or topics
- Think, Pair, Share
- Cues and Questions
- Vocabulary development
- Scaffolding
- Comparing
- Classifying
- Summarizing
- Note Taking
- Guided Practice
- Direct Instruction
- Differentiation

b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g. grade level teams, department teams) and identify the average number of teachers on each team.

The majority of the PLCs are organized by grade level and average 6 members per team. Specialists meet in department teams districtwide and average 4 members per team.

- c) Describe the meeting frequency and length for all teacher teams. [All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).]

PLC meetings will occur at least twice monthly. PLCs will meet for a minimum of 135 minutes during the fall workshop week and on each districtwide professional development day throughout the year (approximately one per month). The second PLC meeting each month will occur on a separate day during the month for a minimum of 45 minutes to meet the monthly minimum total of 180 minutes.

- d) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:

- xxxvi. Teacher team meetings/PLC meetings.
- xxxvii. Introduction of specific instructional strategies.
- xxxviii. Coaching cycles.
- xxxix. Teacher evaluation timeline.
- xl. Occurrence of any other professional development activities.

The following is the schedule for all job-embedded professional development plan activities throughout the year. Specific instructional strategies will be introduced and/or reinforced during the district and building professional development days.

August

- New teacher orientation
- District teacher in-service and professional development
- Building teacher in-service and professional development
- Q Comp evaluation training
- District Evaluation Team evaluation training
- PLC formation and initial meetings. PLCs select PLC Leaders and set team meeting calendar for the entire year. PLC Leaders document this information and submit to Site Facilitator

September

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Teachers work with PLCs and Peer Coaches to develop Professional Growth Plan and Individual Student Achievement Goal
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking

- Fountas & Pinnell leveling
- Progress monitoring

October

- PLC meetings, at least twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- PSAT/NMSQT assessment
- EXPLORE assessment
- PLAN assessment
- Progress monitoring
- District-level curriculum review meeting

November

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- Mentor Teacher meeting
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

December

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting

- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

January

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
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- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

February

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

March

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting

- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- District-level curriculum review meeting
- District/building Professional Development day

April

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- GRAD assessments
- District-level curriculum review meeting
- District/building Professional Development day

May

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

Coaching and Teacher Evaluation Timeline

All teachers will participate in a minimum of three observation cycles yearly. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers from the District Evaluation Team over the course of their observation cycles.

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.

Continuing contract teachers on high cycle will be observed 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.

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. The Peer Coach observation will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers on an ongoing basis throughout the year to provide them with coaching and instructional support and to assist them in developing and improving instructional skills.

The coaching cycle and teacher evaluation timeline occur concurrently as shown below. Some overlap has been provided to facilitate scheduling around leaves and unforeseen circumstances.

September 15-November 30, all teachers: Observation #1 with pre- and post-observation conference. Individual Student Achievement Goal and Professional Growth Plan developed, reviewed and submitted to Peer Coaches.

September 15-December 30, probationary teachers: Additional observation with pre- and post-observation conference for probationary teachers. Conducted by a Peer Coach who will continue to mentor them throughout the year.

November 15-February 28, all teachers: Observation #2 with pre- and post-observation conference. Review progress toward Individual Student Achievement Goal and Professional Growth Plan.

February 15-May 30, all teachers: Observation #3 with pre- and post-observation conference. Individual Student Achievement Goal results verified and documented. Summative Assessment Report form submitted to Q Comp Coordinator.

Century Junior High

2.3 Identify the trend data, rationale and outcome statement.

a) **Supporting data:** Enter the assessment information and supporting data onto the table below.

Name of site: Century Junior High									
Identify standardized assessment in the SMART goal: MCA									
☒ Reading ☐ Mathematics ☐ Other (academic content)									
Identify assessed grades in the SMART goal: grades 7-8									
The site goal must align to this table.	School trend data* for grades in goal			District trend data for grades in goal			District trend data for all grades		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Valid measure of achievement (e.g., percent proficient): Percent proficient	68.9%	70.4%	76.0%	66.9%	71.3%	75.0%	76.1%	78.6%	79.7%
Number of students actually tested	576	595	555	984	1011	1042	3424	3407	3357
Number of students eligible for testing	582	595	562	991	1014	1050	3441	3424	3374

***All percentages must be calculated to at least one decimal place.**

This table above is designed for the MCA. If a different assessment is used, modify the table if needed to ensure the supporting data is included.

b) Additional supporting data to show how the decisions were data-driven (optional):



c) **Rationale for the schoolwide SMART goal:** Identify the amount of reasonable increase within the goal period and complete the following: (1-3 sentences for each part)

i Explain why the specific **content area** was chosen.

Century Junior High demonstrated a large increase in the percentage of students who earned an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA this past year. Our goal is to maintain that level of improvement in the coming year.

ii Explain how the amount of increase is **strategic**. (Describe the relationship to the trend data or a long-term goal, showing how the increase is based on the examination of data.)

From 2011 to 2012, Century Junior High showed a 5.6% increase in the percentage of students who earned an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA. Our goal is to match that level of increase from 2012 to 2013.

d) **Outcome Statement:**

The **5.6** percent increase represents about **32** students based on a predicted enrollment of **565** total students being tested at the site.

2.4 Indicate the Q Comp schoolwide student academic achievement SMART goal:

The percentage of all students enrolled October 1 in grades 7 and 8 at Century Junior High School who

earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA will increase from 76.0% in 2012 to 81.6% in 2013.

2.5 Describe the site job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

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. Sites will determine the composition of PLCs with final approval by the building administrator. The work of classroom teacher PLCs will focus on student achievement. The work of non-classroom teacher PLCs (e.g., nurses, social workers, etc.) will focus on impacting student achievement by supporting students' engagement in the school setting. During their PLC meetings, teachers will participate in professional discussions around curriculum, assessment, strategies/interventions, and student engagement, with a goal of improving individual student achievement aligned to the building Site Goal.

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. The district calendar will incorporate dedicated professional development time into the academic year to facilitate meeting PLC requirements. PLCs will set their meeting schedule for the entire year and submit it to the PLC/Professional Development Site Facilitator by September 30, with the understanding that meetings may need to be rescheduled due to unforeseen circumstances.

The months of September (August in-service), November, December, January, February, March, April, and May will each include professional development days during which a minimum of 135 minutes will be designated for PLC meeting time. Beyond the designated PLC meeting time, these professional development days will afford teachers the opportunity to participate in other professional development activities as planned by the building and/or district Professional Development teams with input from building administration and the Director of Teaching and Learning. Building Professional Development teams, under the leadership of the building PLC/Professional Development Site Facilitator and in collaboration with building administration, will gather input from teachers and Peer Coaches throughout the year in order to plan meaningful professional development activities to meet the varied needs of the teachers at each site. During each of these months PLCs will select a separate day on which to meet within the contract day for approximately 45 minutes for their second PLC meeting of the month; choice of date/time for PLC meetings must be approved by building administration.

Due to calendar and scheduling constraints, there will be no professional development day available to teachers during the month of October. During this month PLCs will schedule a minimum of two PLC meetings on days and times approved by building administration and agreed upon by the PLC, for a minimum total of 180 minutes for the month. Building administration will support teachers in meeting their PLC requirements for October by minimizing the number of building meetings and by offering teachers flexible scheduling options as schedules allow.

PLCs Leaders will be responsible for setting the PLC meeting agenda, facilitating the meeting, recording attendance and ensuring that meeting notes are recorded. In planning PLC meetings, PLC Leaders will work to promote and encourage the sharing of instructional strategies among the PLC members. PLC Leaders will be responsible for submitting all documents electronically to the PLC/Professional Development Site Facilitator (Site Facilitator) within a reasonable amount of time following each meeting, as well as for retaining a copy of all documentation for their own records. The Site Facilitator will retain copies of all documentation received and record PLC meeting dates and member attendance on the PLC attendance spreadsheet.

Because PLC meetings are an integral part of the professional development component of teacher evaluation, all teachers are required to regularly attend and participate in their PLC meetings. If for some reason a teacher is unable to attend a PLC meeting, the teacher must obtain the meeting minutes from a fellow PLC member and email a reflection on the content of the minutes, including confirmation of any preparation required for the next meeting, to the members of the PLC and the Site Facilitator before the next PLC meeting date. The Site Facilitator will retain the reflection as documentation for PLC participation and record that the teacher has made-up the PLC meeting on the PLC attendance spreadsheet. The Site Facilitator will submit copies of the PLC attendance spreadsheet to both the Q Comp Coordinator and the building administrator on a monthly basis. The building administrator is responsible for following up with any PLC members not meeting their PLC requirements. The Q Comp Coordinator will keep a record of PLC participation for all teachers districtwide and notify the Director of Teaching and Learning if a teacher is having difficulty completing the PLC requirements. Except in extenuating circumstances, meeting absences must be made-up in advance of the next PLC meeting. Any unresolved absences from PLC meetings as of the last student contact day in June will result in loss of the Teacher Observation portion of the teacher's performance pay.

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. The Professional Growth Plan may be developed individually or in collaboration with members of the PLC. The Individual Student Achievement Goal should be written as a SMART Goal; it should be measurable, quantifiable, and attainable. The goal may use data from common assessments, one-minute timed readings, MAP measures, MCA measures, F&P leveling, etc. Peer Coaches and administrators will receive training in writing SMART goals and will be available to help as teachers work to develop their Individual Student Achievement Goal. Teachers will complete their Professional Growth Plan (PGP) and Individual Student Achievement Goal with the support of their PLCs in advance of their first observation cycle at which time they will review their PGP and their Student Achievement Goal with their Peer Coach. The work of the PLC throughout the year should support the Professional Growth Plans and Individual Student Achievement Goals of the members. PLC work will address the four corollary questions: What is it that we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn it? How will we respond when they already know it?

PLC activities throughout the year may include but are not limited to:

- Reviewing and analyzing student achievement data
- Implementing, and evaluating research-based strategies designed to improve student achievement or professional practice
- Reflecting and self-assessing following the implementation of new strategies
- Collegial sharing of successful classroom applications of new and/or effective instructional strategies
- Writing and administering common formative and summative assessments
- Examining exemplars of student work and discussing strategies for increasing student achievement

Through their implementation of instructional strategies and their self-assessment of the impact of these strategies on student achievement following the lesson, teachers will improve their instruction. Teachers will be supported in their teaching practice through the job-embedded professional development activities facilitated by the PLC/Professional Development Site Facilitators and Peer Coaches.

Meeting agendas will include time for Q Comp teachers to discuss and reflect on student achievement data and on the delivery and impact of new instructional techniques. PLC meetings may include presentations and modeling by Peer Coaches to assist teachers in learning and implementing field-tested instructional strategies to improve their effectiveness in the classroom. Through their PLC meetings teachers will have the opportunity to seek advice, support and feedback from Peer Coaches as well as from their peers.

Teacher Observation/Evaluation will play an important role in guiding the focus of professional development at the district, site, and PLC level. During pre- and post-observation conferences with the Peer Coach, teachers will have the opportunity to review and discuss progress toward Individual Student Achievement Goals. Teacher observations by the Peer Coach will focus on specific instructional strategies designed to drive student achievement in their classrooms and to meet or exceed the Site Goal. Peer Coaches will support teachers in assessing their own level of strategic implementation of specific instructional strategies and will provide assistance for the improvement of teaching practice through the recommendation of appropriate resources and intervention strategies.

Specific description of the site-specific job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the schoolwide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the schoolwide SMART goal.

The following instructional strategies and interventions will be implemented to meet the schoolwide SMART goal:

- Spiraling of curriculum or topics
- Think, Pair Share
- Direct Instruction
- Cues and Questions
- Vocabulary Development
- Scaffolding
- Comparing
- Classifying
- Summarizing
- Note Taking
- Interactive Lecture
- Common Assessments
- Critical Reading

b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g. grade level teams, department teams) and identify the average number of teachers on each team.

The majority of the PLCs are organized by department and average 5 members per team. Licensed staff who are one of a very small number of staff representing a particular curricular area in a building are in PLCs with licensed staff from other sites and average 3 members. Specialists meet in department teams districtwide and average 4 members per

team.

- c) Describe the meeting frequency and length for all teacher teams. [All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).]

PLC meetings will occur at least twice monthly. PLCs will meet for a minimum of 135 minutes during the fall workshop week and on each districtwide professional development day throughout the year (approximately one per month). The second PLC meeting each month will occur on a separate day during the month for a minimum of 45 minutes to meet the monthly minimum total of 180 minutes.

- d) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:
- xli. Teacher team meetings/PLC meetings.
 - xlii. Introduction of specific instructional strategies.
 - xliii. Coaching cycles.
 - xliv. Teacher evaluation timeline.
 - xliv. Occurrence of any other professional development activities.

The following is the schedule for all job-embedded professional development plan activities throughout the year. Specific instructional strategies will be introduced and/or reinforced during the district and building professional development days.

August

- New teacher orientation
- District teacher in-service and professional development
- Building teacher in-service and professional development
- Q Comp evaluation training
- District Evaluation Team evaluation training
- PLC formation and initial meetings. PLCs select PLC Leaders and set team meeting calendar for the entire year. PLC Leaders document this information and submit to Site Facilitator

September

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Teachers work with PLCs and Peer Coaches to develop Professional Growth Plan and Individual Student Achievement Goal
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting

- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring

October

- PLC meetings, at least twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- PSAT/NMSQT assessment
- EXPLORE assessment
- PLAN assessment
- Progress monitoring
- District-level curriculum review meeting

November

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- Mentor Teacher meeting
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

December

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting

- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

January

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

February

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

March

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- District-level curriculum review meeting
- District/building Professional Development day

April

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- GRAD assessments
- District-level curriculum review meeting
- District/building Professional Development day

May

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting

- District/building Professional Development day

Coaching and Teacher Evaluation Timeline

All teachers will participate in a minimum of three observation cycles yearly. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers from the District Evaluation Team over the course of their observation cycles.

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. Continuing contract teachers on high cycle will be observed 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.

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. The Peer Coach observation will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers on an ongoing basis throughout the year to provide them with coaching and instructional support and to assist them in developing and improving instructional skills.

The coaching cycle and teacher evaluation timeline occur concurrently as shown below. Some overlap has been provided to facilitate scheduling around leaves and unforeseen circumstances.

September 15-November 30, all teachers: Observation #1 with pre- and post-observation conference. Individual Student Achievement Goal and Professional Growth Plan developed, reviewed and submitted to Peer Coaches.

September 15-December 30, probationary teachers: Additional observation with pre- and post-observation conference for probationary teachers. Conducted by a Peer Coach who will continue to mentor them throughout the year.

November 15-February 28, all teachers: Observation #2 with pre- and post-observation conference. Review progress toward Individual Student Achievement Goal and Professional Growth Plan.

February 15-May 30, all teachers: Observation #3 with pre- and post-observation conference. Individual Student Achievement Goal results verified and documented. Summative Assessment Report form submitted to Q Comp Coordinator.

Southwest Junior High

2.3 Identify the trend data, rationale and outcome statement.

a) **Supporting data:** Enter the assessment information and supporting data onto the table below.

Name of site: Southwest Junior High									
Identify standardized assessment in the SMART goal: MCA									
☒ Reading ☐ Mathematics ☐ Other (academic content)									
Identify assessed grades in the SMART goal: grades 7-8									
<i>The site goal must align to this table.</i>	School trend data* for grades in goal			District trend data for grades in goal			District trend data for all grades		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Valid measure of achievement (e.g., percent proficient): Percent proficient	64.0%	72.6%	73.7%	66.9%	71.3%	75.0%	76.1%	78.6%	79.7%
Number of students actually tested	408	416	487	984	1011	1042	3424	3407	3357
Number of students eligible for testing	409	419	488	991	1014	1050	3441	3424	3374

***All percentages must be calculated to at least one decimal place.**

This table above is designed for the MCA. If a different assessment is used, modify the table if needed to ensure the supporting data is included.

b) Additional supporting data to show how the decisions were data-driven (optional):



c) **Rationale for the schoolwide SMART goal:** Identify the amount of reasonable increase within the goal period and complete the following: (1-3 sentences for each part)

i Explain why the specific **content area** was chosen.

Southwest Junior High experienced an 8.6% improvement in the percentage of students who earned an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA from 2009-10 to 2010-11. From 2010-11 to 2011-12, however, the improvement fell to 1.1%.

ii Explain how the amount of increase is **strategic**. (Describe the relationship to the trend data or a long-term goal, showing how the increase is based on the examination of data.)

Our goal for 2012-13 is to show a 8.6% improvement in the percentage of students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA, as we did from 2009-10 to 2010-11.

d) **Outcome Statement:**

The **8.6** percent increase represents about **43** students based on a predicted enrollment of **490** total students being tested at the site.

2.4 Indicate the Q Comp schoolwide student academic achievement SMART goal:

The percentage of all students enrolled October 1 in grades 7 and 8 at Southwest Junior High School

who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA will increase from 73.7% in 2012 to 82.3% in 2013.

2.5 Describe the site job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

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. Sites will determine the composition of PLCs with final approval by the building administrator. The work of classroom teacher PLCs will focus on student achievement. The work of non-classroom teacher PLCs (e.g., nurses, social workers, etc.) will focus on impacting student achievement by supporting students' engagement in the school setting. During their PLC meetings, teachers will participate in professional discussions around curriculum, assessment, strategies/interventions, and student engagement, with a goal of improving individual student achievement aligned to the building Site Goal.

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. The district calendar will incorporate dedicated professional development time into the academic year to facilitate meeting PLC requirements. PLCs will set their meeting schedule for the entire year and submit it to the PLC/Professional Development Site Facilitator by September 30, with the understanding that meetings may need to be rescheduled due to unforeseen circumstances.

The months of September (August in-service), November, December, January, February, March, April, and May will each include professional development days during which a minimum of 135 minutes will be designated for PLC meeting time. Beyond the designated PLC meeting time, these professional development days will afford teachers the opportunity to participate in other professional development activities as planned by the building and/or district Professional Development teams with input from building administration and the Director of Teaching and Learning. Building Professional Development teams, under the leadership of the building PLC/Professional Development Site Facilitator and in collaboration with building administration, will gather input from teachers and Peer Coaches throughout the year in order to plan meaningful professional development activities to meet the varied needs of the teachers at each site. During each of these months PLCs will select a separate day on which to meet within the contract day for approximately 45 minutes for their second PLC meeting of the month; choice of date/time for PLC meetings must be approved by building administration.

Due to calendar and scheduling constraints, there will be no professional development day available to teachers during the month of October. During this month PLCs will schedule a minimum of two PLC meetings on days and times approved by building administration and agreed upon by the PLC, for a minimum total of 180 minutes for the month. Building administration will support teachers in meeting their PLC requirements for October by minimizing the number of building meetings and by offering teachers flexible scheduling options as schedules allow.

PLCs Leaders will be responsible for setting the PLC meeting agenda, facilitating the meeting, recording attendance and ensuring that meeting notes are recorded. In planning PLC meetings, PLC Leaders will work to promote and encourage the sharing of instructional strategies among the PLC members. PLC Leaders will be responsible for submitting all documents electronically to the PLC/Professional Development Site Facilitator (Site Facilitator) within a reasonable amount of time following each meeting, as well as for retaining a copy of all documentation for their own records. The Site Facilitator will retain copies of all documentation received and record PLC meeting dates and member attendance on the PLC attendance spreadsheet.

Because PLC meetings are an integral part of the professional development component of teacher evaluation, all teachers are required to regularly attend and participate in their PLC meetings. If for some reason a teacher is unable to attend a PLC meeting, the teacher must obtain the meeting minutes from a fellow PLC member and email a reflection on the content of the minutes, including confirmation of any preparation required for the next meeting, to the members of the PLC and the Site Facilitator before the next PLC meeting date. The Site Facilitator will retain the reflection as documentation for PLC participation and record that the teacher has made-up the PLC meeting on the PLC attendance spreadsheet. The Site Facilitator will submit copies of the PLC attendance spreadsheet to both the Q Comp Coordinator and the building administrator on a monthly basis. The building administrator is responsible for following up with any PLC members not meeting their PLC requirements. The Q Comp Coordinator will keep a record of PLC participation for all teachers districtwide and notify the Director of Teaching and Learning if a teacher is having difficulty completing the PLC requirements. Except in extenuating circumstances, meeting absences must be made-up in advance of the next PLC meeting. Any unresolved absences from PLC meetings as of the last student contact day in June will result in loss of the Teacher Observation portion of the teacher's performance pay.

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. The Professional Growth Plan may be developed individually or in collaboration with members of the PLC. The Individual Student Achievement Goal should be written as a SMART Goal; it should be measurable, quantifiable, and attainable. The goal may use data from common assessments, one-minute timed readings, MAP measures, MCA measures, F&P leveling, etc. Peer Coaches and administrators will receive training in writing SMART goals and will be available to help as teachers work to develop their Individual Student Achievement Goal. Teachers will complete their Professional Growth Plan (PGP) and Individual Student Achievement Goal with the support of their PLCs in advance of their first observation cycle at which time they will review their PGP and their Student Achievement Goal with their Peer Coach. The work of the PLC throughout the year should support the Professional Growth Plans and Individual Student Achievement Goals of the members. PLC work will address the four corollary questions: What is it that we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn it? How will we respond when they already know it?

PLC activities throughout the year may include but are not limited to:

- Reviewing and analyzing student achievement data
- Implementing, and evaluating research-based strategies designed to improve student achievement or professional practice
- Reflecting and self-assessing following the implementation of new strategies
- Collegial sharing of successful classroom applications of new and/or effective instructional strategies
- Writing and administering common formative and summative assessments
- Examining exemplars of student work and discussing strategies for increasing student achievement

Through their implementation of instructional strategies and their self-assessment of the impact of these strategies on student achievement following the lesson, teachers will improve their instruction. Teachers will be supported in their teaching practice through the job-embedded professional development activities facilitated by the PLC/Professional Development Site Facilitators and Peer Coaches.

Meeting agendas will include time for Q Comp teachers to discuss and reflect on student achievement data and on the delivery and impact of new instructional techniques. PLC meetings may include presentations and modeling by Peer Coaches to assist teachers in learning and implementing field-tested instructional strategies to improve their effectiveness in the classroom. Through their PLC meetings teachers will have the opportunity to seek advice, support and feedback from Peer Coaches as well as from their peers.

Teacher Observation/Evaluation will play an important role in guiding the focus of professional development at the district, site, and PLC level. During pre- and post-observation conferences with the Peer Coach, teachers will have the opportunity to review and discuss progress toward Individual Student Achievement Goals. Teacher observations by the Peer Coach will focus on specific instructional strategies designed to drive student achievement in their classrooms and to meet or exceed the Site Goal. Peer Coaches will support teachers in assessing their own level of strategic implementation of specific instructional strategies and will provide assistance for the improvement of teaching practice through the recommendation of appropriate resources and intervention strategies.

Specific description of the site-specific job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the schoolwide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the schoolwide SMART goal.

The following instructional strategies and interventions will be implemented to meet the schoolwide SMART goal:

- Spiraling of curriculum or topics
- Think, Pair Share
- Direct Instruction
- Cues and Questions
- Vocabulary Development
- Scaffolding
- Comparing
- Classifying
- Summarizing
- Note Taking
- Interactive Lecture
- Common Assessments
- Critical Reading

b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g. grade level teams, department teams) and identify the average number of teachers on each team.

The majority of the PLCs are organized by department and average 4 members per team. Licensed staff who are one of a very small number of staff representing a particular curricular area in a building are in PLCs with licensed staff from

other sites and average 3 members. Specialists meet in department teams districtwide and average 4 members per team.

- c) Describe the meeting frequency and length for all teacher teams. [All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).]

PLC meetings will occur at least twice monthly. PLCs will meet for a minimum of 135 minutes during the fall workshop week and on each districtwide professional development day throughout the year (approximately one per month). The second PLC meeting each month will occur on a separate day during the month for a minimum of 45 minutes to meet the monthly minimum total of 180 minutes.

- d) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:

- xlvi. Teacher team meetings/PLC meetings.
- xlvi. Introduction of specific instructional strategies.
- xlvi. Coaching cycles.
- xlvi. Teacher evaluation timeline.
- I. Occurrence of any other professional development activities.

The following is the schedule for all job-embedded professional development plan activities throughout the year. Specific instructional strategies will be introduced and/or reinforced during the district and building professional development days.

August

- New teacher orientation
- District teacher in-service and professional development
- Building teacher in-service and professional development
- Q Comp evaluation training
- District Evaluation Team evaluation training
- PLC formation and initial meetings. PLCs select PLC Leaders and set team meeting calendar for the entire year. PLC Leaders document this information and submit to Site Facilitator

September

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Teachers work with PLCs and Peer Coaches to develop Professional Growth Plan and Individual Student Achievement Goal
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting

- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring

October

- PLC meetings, at least twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- PSAT/NMSQT assessment
- EXPLORE assessment
- PLAN assessment
- Progress monitoring
- District-level curriculum review meeting

November

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- Mentor Teacher meeting
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

December

- PLC meetings, twice monthly for a minimum total of 180 minutes

- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

January

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

February

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

March

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- District-level curriculum review meeting
- District/building Professional Development day

April

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- GRAD assessments
- District-level curriculum review meeting
- District/building Professional Development day

May

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting

- District/building Professional Development day

Coaching and Teacher Evaluation Timeline

All teachers will participate in a minimum of three observation cycles yearly. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers from the District Evaluation Team over the course of their observation cycles.

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. Continuing contract teachers on high cycle will be observed 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.

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. The Peer Coach observation will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers on an ongoing basis throughout the year to provide them with coaching and instructional support and to assist them in developing and improving instructional skills.

The coaching cycle and teacher evaluation timeline occur concurrently as shown below. Some overlap has been provided to facilitate scheduling around leaves and unforeseen circumstances.

September 15-November 30, all teachers: Observation #1 with pre- and post-observation conference. Individual Student Achievement Goal and Professional Growth Plan developed, reviewed and submitted to Peer Coaches.

September 15-December 30, probationary teachers: Additional observation with pre- and post-observation conference for probationary teachers. Conducted by a Peer Coach who will continue to mentor them throughout the year.

November 15-February 28, all teachers: Observation #2 with pre- and post-observation conference. Review progress toward Individual Student Achievement Goal and Professional Growth Plan.

February 15-May 30, all teachers: Observation #3 with pre- and post-observation conference. Individual Student Achievement Goal results verified and documented. Summative Assessment Report form submitted to Q Comp Coordinator.

Forest Lake Area Learning Center

2.3 Identify the trend data, rationale and outcome statement.

a) **Supporting data:** Enter the assessment information and supporting data onto the table below.

Name of site: Forest Lake Area Learning Center									
Identify standardized assessment in the SMART goal: MCA									
☒ Reading ☐ Mathematics ☐ Other (academic content)									
Identify assessed grades in the SMART goal: grades 7-8, 10									
<i>The site goal must align to this table.</i>	School trend data* for grades in goal			District trend data for grades in goal			District trend data for all grades		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Valid measure of achievement (e.g., percent proficient): Percent proficient	20.0%	12.5%	36.1%	73.2%	74.5%	77.3%	76.1%	78.6%	79.7%
Number of students actually tested	23	44	50	1572	1634	1564	3424	3407	3357
Number of students eligible for testing	23	44	50	1580	1637	1569	3441	3424	3374

***All percentages must be calculated to at least one decimal place.**

This table above is designed for the MCA. If a different assessment is used, modify the table if needed to ensure the supporting data is included.

b) Additional supporting data to show how the decisions were data-driven (optional):



c) **Rationale for the schoolwide SMART goal:** Identify the amount of reasonable increase within the goal period and complete the following: (1-3 sentences for each part)

i Explain why the specific **content area** was chosen.

With such a small and rapidly shifting population, considerable volatility in the Area Learning Center achievement level is to be expected. However, we believe that our success in 2011-12 shows that we can make good progress in improving our three-year running average of performance on the Reading MCA.

ii Explain how the amount of increase is **strategic**. (Describe the relationship to the trend data or a long-term goal, showing how the increase is based on the examination of data.)

The ALC average of students who earned an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA from 2009-10 to 2011-12 is 22.9%. To reduce the percentage of students who do not meet the proficiency criterion by 10%, the average for 2010-11 to 2012-13 must reach 30.6%. To reach that goal, 43.2% of students in 2012-13 (7.1% more than in 2011-12) must meet the proficiency criterion.

d) **Outcome Statement:**

The **7.1** percent increase represents about **6** students based on a predicted enrollment of **85** total students being tested at the site.

2.4 Indicate the Q Comp schoolwide student academic achievement SMART goal:

The percentage of all students enrolled October 1 in grades 7-8 and 10 at Forest Lake Area Learning Center who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA will increase from 36.1% in 2012 to 43.2% in 2013.

2.5 Describe the site job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

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. Sites will determine the composition of PLCs with final approval by the building administrator. The work of classroom teacher PLCs will focus on student achievement. The work of non-classroom teacher PLCs (e.g., nurses, social workers, etc.) will focus on impacting student achievement by supporting students' engagement in the school setting. During their PLC meetings, teachers will participate in professional discussions around curriculum, assessment, strategies/interventions, and student engagement, with a goal of improving individual student achievement aligned to the building Site Goal.

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. The district calendar will incorporate dedicated professional development time into the academic year to facilitate meeting PLC requirements. PLCs will set their meeting schedule for the entire year and submit it to the PLC/Professional Development Site Facilitator by September 30, with the understanding that meetings may need to be rescheduled due to unforeseen circumstances.

The months of September (August in-service), November, December, January, February, March, April, and May will each include professional development days during which a minimum of 135 minutes will be designated for PLC meeting time. Beyond the designated PLC meeting time, these professional development days will afford teachers the opportunity to participate in other professional development activities as planned by the building and/or district Professional Development teams with input from building administration and the Director of Teaching and Learning. Building Professional Development teams, under the leadership of the building PLC/Professional Development Site Facilitator and in collaboration with building administration, will gather input from teachers and Peer Coaches throughout the year in order to plan meaningful professional development activities to meet the varied needs of the teachers at each site. During each of these months PLCs will select a separate day on which to meet within the contract day for approximately 45 minutes for their second PLC meeting of the month; choice of date/time for PLC meetings must be approved by building administration.

Due to calendar and scheduling constraints, there will be no professional development day available to teachers during the month of October. During this month PLCs will schedule a minimum of two PLC meetings on days and times approved by building administration and agreed upon by the PLC, for a minimum total of 180 minutes for the month. Building administration will support teachers in meeting their PLC requirements for October by minimizing the number of building meetings and by offering teachers flexible scheduling options as schedules allow.

PLCs Leaders will be responsible for setting the PLC meeting agenda, facilitating the meeting, recording attendance and ensuring that meeting notes are recorded. In planning PLC meetings, PLC Leaders will work to promote and encourage the sharing of instructional strategies among the PLC members. PLC Leaders will be responsible for submitting all documents electronically to the PLC/Professional Development Site Facilitator (Site Facilitator) within a reasonable amount of time following each meeting, as well as for retaining a copy of all documentation for their own records. The

Site Facilitator will retain copies of all documentation received and record PLC meeting dates and member attendance on the PLC attendance spreadsheet.

Because PLC meetings are an integral part of the professional development component of teacher evaluation, all teachers are required to regularly attend and participate in their PLC meetings. If for some reason a teacher is unable to attend a PLC meeting, the teacher must obtain the meeting minutes from a fellow PLC member and email a reflection on the content of the minutes, including confirmation of any preparation required for the next meeting, to the members of the PLC and the Site Facilitator before the next PLC meeting date. The Site Facilitator will retain the reflection as documentation for PLC participation and record that the teacher has made-up the PLC meeting on the PLC attendance spreadsheet. The Site Facilitator will submit copies of the PLC attendance spreadsheet to both the Q Comp Coordinator and the building administrator on a monthly basis. The building administrator is responsible for following up with any PLC members not meeting their PLC requirements. The Q Comp Coordinator will keep a record of PLC participation for all teachers districtwide and notify the Director of Teaching and Learning if a teacher is having difficulty completing the PLC requirements. Except in extenuating circumstances, meeting absences must be made-up in advance of the next PLC meeting. Any unresolved absences from PLC meetings as of the last student contact day in June will result in loss of the Teacher Observation portion of the teacher's performance pay.

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. The Professional Growth Plan may be developed individually or in collaboration with members of the PLC. The Individual Student Achievement Goal should be written as a SMART Goal; it should be measurable, quantifiable, and attainable. The goal may use data from common assessments, one-minute timed readings, MAP measures, MCA measures, F&P leveling, etc. Peer Coaches and administrators will receive training in writing SMART goals and will be available to help as teachers work to develop their Individual Student Achievement Goal. Teachers will complete their Professional Growth Plan (PGP) and Individual Student Achievement Goal with the support of their PLCs in advance of their first observation cycle at which time they will review their PGP and their Student Achievement Goal with their Peer Coach. The work of the PLC throughout the year should support the Professional Growth Plans and Individual Student Achievement Goals of the members. PLC work will address the four corollary questions: What is it that we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn it? How will we respond when they already know it?

PLC activities throughout the year may include but are not limited to:

- Reviewing and analyzing student achievement data
- Implementing, and evaluating research-based strategies designed to improve student achievement or professional practice
- Reflecting and self-assessing following the implementation of new strategies
- Collegial sharing of successful classroom applications of new and/or effective instructional strategies
- Writing and administering common formative and summative assessments
- Examining exemplars of student work and discussing strategies for increasing student achievement

Through their implementation of instructional strategies and their self-assessment of the impact of these strategies on student achievement following the lesson, teachers will improve their instruction. Teachers will be supported in their

teaching practice through the job-embedded professional development activities facilitated by the PLC/Professional Development Site Facilitators and Peer Coaches.

Meeting agendas will include time for Q Comp teachers to discuss and reflect on student achievement data and on the delivery and impact of new instructional techniques. PLC meetings may include presentations and modeling by Peer Coaches to assist teachers in learning and implementing field-tested instructional strategies to improve their effectiveness in the classroom. Through their PLC meetings teachers will have the opportunity to seek advice, support and feedback from Peer Coaches as well as from their peers.

Teacher Observation/Evaluation will play an important role in guiding the focus of professional development at the district, site, and PLC level. During pre- and post-observation conferences with the Peer Coach, teachers will have the opportunity to review and discuss progress toward Individual Student Achievement Goals. Teacher observations by the Peer Coach will focus on specific instructional strategies designed to drive student achievement in their classrooms and to meet or exceed the Site Goal. Peer Coaches will support teachers in assessing their own level of strategic implementation of specific instructional strategies and will provide assistance for the improvement of teaching practice through the recommendation of appropriate resources and intervention strategies.

Specific description of the site-specific job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the schoolwide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the schoolwide SMART goal.

The following instructional strategies and interventions will be implemented to meet the schoolwide SMART goal:

- Spiraling of curriculum or topics
- Think, Pair Share
- Direct Instruction
- Cues and Questions
- Vocabulary Development
- Scaffolding
- Comparing
- Classifying
- Summarizing
- Note Taking
- Interactive Lecture
- Common Assessments
- Critical Reading

b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g. grade level teams, department teams) and identify the average number of teachers on each team.

The majority of the PLCs are organized by department and average 4 members per team. Licensed staff who are one of a very small number of staff representing a particular curricular area in a building are in PLCs with licensed staff from other sites and average 3 members. Specialists meet in department teams districtwide and average 4 members per team.

- c) Describe the meeting frequency and length for all teacher teams. [All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).]

PLC meetings will occur at least twice monthly. PLCs will meet for a minimum of 135 minutes during the fall workshop week and on each districtwide professional development day throughout the year (approximately one per month). The second PLC meeting each month will occur on a separate day during the month for a minimum of 45 minutes to meet the monthly minimum total of 180 minutes.

- d) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:
- li. Teacher team meetings/PLC meetings.
 - lii. Introduction of specific instructional strategies.
 - liii. Coaching cycles.
 - liv. Teacher evaluation timeline.
 - lv. Occurrence of any other professional development activities.

The following is the schedule for all job-embedded professional development plan activities throughout the year. Specific instructional strategies will be introduced and/or reinforced during the district and building professional development days.

August

- New teacher orientation
- District teacher in-service and professional development
- Building teacher in-service and professional development
- Q Comp evaluation training
- District Evaluation Team evaluation training
- PLC formation and initial meetings. PLCs select PLC Leaders and set team meeting calendar for the entire year. PLC Leaders document this information and submit to Site Facilitator

September

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Teachers work with PLCs and Peer Coaches to develop Professional Growth Plan and Individual Student Achievement Goal
- Building Professional Development team meeting
- Building Leadership Team meeting

- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring

October

- PLC meetings, at least twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- PSAT/NMSQT assessment
- EXPLORE assessment
- PLAN assessment
- Progress monitoring
- District-level curriculum review meeting

November

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- Mentor Teacher meeting
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

December

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

January

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

February

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

March

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- District-level curriculum review meeting
- District/building Professional Development day

April

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- GRAD assessments
- District-level curriculum review meeting
- District/building Professional Development day

May

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking

- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

Coaching and Teacher Evaluation Timeline

All teachers will participate in a minimum of three observation cycles yearly. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers from the District Evaluation Team over the course of their observation cycles.

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.

Continuing contract teachers on high cycle will be observed 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.

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. The Peer Coach observation will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers on an ongoing basis throughout the year to provide them with coaching and instructional support and to assist them in developing and improving instructional skills.

The coaching cycle and teacher evaluation timeline occur concurrently as shown below. Some overlap has been provided to facilitate scheduling around leaves and unforeseen circumstances.

September 15-November 30, all teachers: Observation #1 with pre- and post-observation conference. Individual Student Achievement Goal and Professional Growth Plan developed, reviewed and submitted to Peer Coaches.

September 15-December 30, probationary teachers: Additional observation with pre- and post-observation conference for probationary teachers. Conducted by a Peer Coach who will continue to mentor them throughout the year.

November 15-February 28, all teachers: Observation #2 with pre- and post-observation conference. Review progress toward Individual Student Achievement Goal and Professional Growth Plan.

February 15-May 30, all teachers: Observation #3 with pre- and post-observation conference. Individual Student Achievement Goal results verified and documented. Summative Assessment Report form submitted to Q Comp Coordinator.

Forest Lake Senior High

2.3 Identify the trend data, rationale and outcome statement.

a) **Supporting data:** Enter the assessment information and supporting data onto the table below.

Name of site: Forest Lake Senior High									
Identify standardized assessment in the SMART goal: MCA									
☒ Reading ☐ Mathematics ☐ Other (academic content)									
Identify assessed grades in the SMART goal: grade 10									
<i>The site goal must align to this table.</i>	School trend data* for grades in goal			District trend data for grades in goal			District trend data for all grades		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Valid measure of achievement (e.g., percent proficient): Percent proficient	87.0%	82.1%	83.6%	85.7%	80.6%	82.7%	76.1%	78.6%	79.7%
Number of students actually tested	524	530	444	557	566	461	3424	3407	3357
Number of students eligible for testing	526	534	447	558	568	462	3441	3424	3374

***All percentages must be calculated to at least one decimal place.**

This table above is designed for the MCA. If a different assessment is used, modify the table if needed to ensure the supporting data is included.

b) Additional supporting data to show how the decisions were data-driven (optional):



c) **Rationale for the schoolwide SMART goal:** Identify the amount of reasonable increase within the goal period and complete the following: (1-3 sentences for each part)

i Explain why the specific **content area** was chosen.

Reading achievement at Forest Lake Senior High has not improved consistently over the past three years. The percentage of students earning achievement levels of Meets the Standards and Exceeds the Standards was lower this past year than the average of the two previous years.

ii Explain how the amount of increase is **strategic**. (Describe the relationship to the trend data or a long-term goal, showing how the increase is based on the examination of data.)

Our goal for next year is to meet our previous high of 87.0% of students earning an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA, and to improve consistently thereafter.

d) **Outcome Statement:**

The **3.4** percent increase represents about **17** students based on a predicted enrollment of **505** total students being tested at the site.

2.4 Indicate the Q Comp schoolwide student academic achievement SMART goal:

The percentage of all students enrolled October 1 in grade 10 at Forest Lake Senior High School who

earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA will increase from 83.6% in 2012 to 87.0% in 2013.

2.5 Describe the site job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

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. Sites will determine the composition of PLCs with final approval by the building administrator. The work of classroom teacher PLCs will focus on student achievement. The work of non-classroom teacher PLCs (e.g., nurses, social workers, etc.) will focus on impacting student achievement by supporting students' engagement in the school setting. During their PLC meetings, teachers will participate in professional discussions around curriculum, assessment, strategies/interventions, and student engagement, with a goal of improving individual student achievement aligned to the building Site Goal.

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. The district calendar will incorporate dedicated professional development time into the academic year to facilitate meeting PLC requirements. PLCs will set their meeting schedule for the entire year and submit it to the PLC/Professional Development Site Facilitator by September 30, with the understanding that meetings may need to be rescheduled due to unforeseen circumstances.

The months of September (August in-service), November, December, January, February, March, April, and May will each include professional development days during which a minimum of 135 minutes will be designated for PLC meeting time. Beyond the designated PLC meeting time, these professional development days will afford teachers the opportunity to participate in other professional development activities as planned by the building and/or district Professional Development teams with input from building administration and the Director of Teaching and Learning. Building Professional Development teams, under the leadership of the building PLC/Professional Development Site Facilitator and in collaboration with building administration, will gather input from teachers and Peer Coaches throughout the year in order to plan meaningful professional development activities to meet the varied needs of the teachers at each site. During each of these months PLCs will select a separate day on which to meet within the contract day for approximately 45 minutes for their second PLC meeting of the month; choice of date/time for PLC meetings must be approved by building administration.

Due to calendar and scheduling constraints, there will be no professional development day available to teachers during the month of October. During this month PLCs will schedule a minimum of two PLC meetings on days and times approved by building administration and agreed upon by the PLC, for a minimum total of 180 minutes for the month. Building administration will support teachers in meeting their PLC requirements for October by minimizing the number of building meetings and by offering teachers flexible scheduling options as schedules allow.

PLCs Leaders will be responsible for setting the PLC meeting agenda, facilitating the meeting, recording attendance and ensuring that meeting notes are recorded. In planning PLC meetings, PLC Leaders will work to promote and encourage the sharing of instructional strategies among the PLC members. PLC Leaders will be responsible for submitting all documents electronically to the PLC/Professional Development Site Facilitator (Site Facilitator) within a reasonable amount of time following each meeting, as well as for retaining a copy of all documentation for their own records. The Site Facilitator will retain copies of all documentation received and record PLC meeting dates and member attendance on the PLC attendance spreadsheet.

Because PLC meetings are an integral part of the professional development component of teacher evaluation, all teachers are required to regularly attend and participate in their PLC meetings. If for some reason a teacher is unable to attend a PLC meeting, the teacher must obtain the meeting minutes from a fellow PLC member and email a reflection on the content of the minutes, including confirmation of any preparation required for the next meeting, to the members of the PLC and the Site Facilitator before the next PLC meeting date. The Site Facilitator will retain the reflection as documentation for PLC participation and record that the teacher has made-up the PLC meeting on the PLC attendance spreadsheet. The Site Facilitator will submit copies of the PLC attendance spreadsheet to both the Q Comp Coordinator and the building administrator on a monthly basis. The building administrator is responsible for following up with any PLC members not meeting their PLC requirements. The Q Comp Coordinator will keep a record of PLC participation for all teachers districtwide and notify the Director of Teaching and Learning if a teacher is having difficulty completing the PLC requirements. Except in extenuating circumstances, meeting absences must be made-up in advance of the next PLC meeting. Any unresolved absences from PLC meetings as of the last student contact day in June will result in loss of the Teacher Observation portion of the teacher's performance pay.

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. The Professional Growth Plan may be developed individually or in collaboration with members of the PLC. The Individual Student Achievement Goal should be written as a SMART Goal; it should be measurable, quantifiable, and attainable. The goal may use data from common assessments, one-minute timed readings, MAP measures, MCA measures, F&P leveling, etc. Peer Coaches and administrators will receive training in writing SMART goals and will be available to help as teachers work to develop their Individual Student Achievement Goal. Teachers will complete their Professional Growth Plan (PGP) and Individual Student Achievement Goal with the support of their PLCs in advance of their first observation cycle at which time they will review their PGP and their Student Achievement Goal with their Peer Coach. The work of the PLC throughout the year should support the Professional Growth Plans and Individual Student Achievement Goals of the members. PLC work will address the four corollary questions: What is it that we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn it? How will we respond when they already know it?

PLC activities throughout the year may include but are not limited to:

- Reviewing and analyzing student achievement data
- Implementing, and evaluating research-based strategies designed to improve student achievement or professional practice
- Reflecting and self-assessing following the implementation of new strategies
- Collegial sharing of successful classroom applications of new and/or effective instructional strategies
- Writing and administering common formative and summative assessments
- Examining exemplars of student work and discussing strategies for increasing student achievement

Through their implementation of instructional strategies and their self-assessment of the impact of these strategies on student achievement following the lesson, teachers will improve their instruction. Teachers will be supported in their teaching practice through the job-embedded professional development activities facilitated by the PLC/Professional Development Site Facilitators and Peer Coaches.

Meeting agendas will include time for Q Comp teachers to discuss and reflect on student achievement data and on the delivery and impact of new instructional techniques. PLC meetings may include presentations and modeling by Peer Coaches to assist teachers in learning and implementing field-tested instructional strategies to improve their effectiveness in the classroom. Through their PLC meetings teachers will have the opportunity to seek advice, support and feedback from Peer Coaches as well as from their peers.

Teacher Observation/Evaluation will play an important role in guiding the focus of professional development at the district, site, and PLC level. During pre- and post-observation conferences with the Peer Coach, teachers will have the opportunity to review and discuss progress toward Individual Student Achievement Goals. Teacher observations by the Peer Coach will focus on specific instructional strategies designed to drive student achievement in their classrooms and to meet or exceed the Site Goal. Peer Coaches will support teachers in assessing their own level of strategic implementation of specific instructional strategies and will provide assistance for the improvement of teaching practice through the recommendation of appropriate resources and intervention strategies.

Specific description of the site-specific job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the schoolwide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the schoolwide SMART goal.

The following instructional strategies and interventions will be implemented to meet the schoolwide SMART goal:

- Spiraling of curriculum or topics
- Think, Pair Share
- Direct Instruction
- Cues and Questions
- Vocabulary Development
- Scaffolding
- Comparing
- Classifying
- Summarizing
- Note Taking
- Interactive Lecture
- Common Assessments
- Critical Reading

b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g. grade level teams, department teams) and identify the average number of teachers on each team.

The majority of the PLCs are organized by department and average 4 members per team. Licensed staff who are one of a very small number of staff representing a particular curricular area in a building are in PLCs with licensed staff from

other sites and average 3 members. Specialists meet in department teams districtwide and average 4 members per team.

- c) Describe the meeting frequency and length for all teacher teams. [All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).]

PLC meetings will occur at least twice monthly. PLCs will meet for a minimum of 135 minutes during the fall workshop week and on each districtwide professional development day throughout the year (approximately one per month). The second PLC meeting each month will occur on a separate day during the month for a minimum of 45 minutes to meet the monthly minimum total of 180 minutes.

- d) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:

- lvi. Teacher team meetings/PLC meetings.
- lvii. Introduction of specific instructional strategies.
- lviii. Coaching cycles.
- lix. Teacher evaluation timeline.
- lx. Occurrence of any other professional development activities.

The following is the schedule for all job-embedded professional development plan activities throughout the year. Specific instructional strategies will be introduced and/or reinforced during the district and building professional development days.

August

- New teacher orientation
- District teacher in-service and professional development
- Building teacher in-service and professional development
- Q Comp evaluation training
- District Evaluation Team evaluation training
- PLC formation and initial meetings. PLCs select PLC Leaders and set team meeting calendar for the entire year. PLC Leaders document this information and submit to Site Facilitator

September

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Teachers work with PLCs and Peer Coaches to develop Professional Growth Plan and Individual Student Achievement Goal
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting

- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring

October

- PLC meetings, at least twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- PSAT/NMSQT assessment
- EXPLORE assessment
- PLAN assessment
- Progress monitoring
- District-level curriculum review meeting

November

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- Mentor Teacher meeting
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

December

- PLC meetings, twice monthly for a minimum total of 180 minutes

- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

January

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

February

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

March

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- District-level curriculum review meeting
- District/building Professional Development day

April

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- GRAD assessments
- District-level curriculum review meeting
- District/building Professional Development day

May

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting

- District/building Professional Development day

Coaching and Teacher Evaluation Timeline

All teachers will participate in a minimum of three observation cycles yearly. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers from the District Evaluation Team over the course of their observation cycles.

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. Continuing contract teachers on high cycle will be observed 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.

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. The Peer Coach observation will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers on an ongoing basis throughout the year to provide them with coaching and instructional support and to assist them in developing and improving instructional skills.

The coaching cycle and teacher evaluation timeline occur concurrently as shown below. Some overlap has been provided to facilitate scheduling around leaves and unforeseen circumstances.

September 15-November 30, all teachers: Observation #1 with pre- and post-observation conference. Individual Student Achievement Goal and Professional Growth Plan developed, reviewed and submitted to Peer Coaches.

September 15-December 30, probationary teachers: Additional observation with pre- and post-observation conference for probationary teachers. Conducted by a Peer Coach who will continue to mentor them throughout the year.

November 15-February 28, all teachers: Observation #2 with pre- and post-observation conference. Review progress toward Individual Student Achievement Goal and Professional Growth Plan.

February 15-May 30, all teachers: Observation #3 with pre- and post-observation conference. Individual Student Achievement Goal results verified and documented. Summative Assessment Report form submitted to Q Comp Coordinator.

Forest Lake STEP Program

2.3 Identify the trend data, rationale and outcome statement.

a) **Supporting data:** Enter the assessment information and supporting data onto the table below.

Name of site: STEP									
Identify standardized assessment in the SMART goal: meeting yearly IEP goals									
☐ Reading ☐ Mathematics ☒ Other Communication, ability to meet one's individual needs, and using appropriate behavior									
Identify assessed grades in the SMART goal: 18 to 21 yrs									
The site goal must align to this table.	School trend data* for grades in goal			District trend data for grades in goal			District trend data for all grades		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Valid measure of achievement (e.g., percent proficient):									
Number of students actually tested									
Number of students eligible for testing									

***All percentages must be calculated to at least one decimal place.**

This table above is designed for the MCA. If a different assessment is used, modify the table if needed to ensure the supporting data is included.

b) Additional supporting data to show how the decisions were data-driven (optional):



c) **Rationale for the schoolwide SMART goal:** Identify the amount of reasonable increase within the goal period and complete the following: (1-3 sentences for each part)

i Explain why the specific **content area** was chosen.

Currently, approximately 70% of STEP students demonstrate some growth toward meeting their individual IEP goals. However, individual student success in meeting their IEP growth goals varies among students. We would like to see all students meet their growth goals.

ii Explain how the amount of increase is **strategic**. (Describe the relationship to the trend data or a long-term goal, showing how the increase is based on the examination of data.)

Within three years, we plan to have all students meet their IEP growth goals at the end of each year at STEP. The 10% increase in the students who make substantial growth in at least one content area in 2013 puts us on track to reach our goal of 100% of students demonstrating growth by 2015.

d) **Outcome Statement:**

The 10% increase in the students who meet their yearly IEP growth represents about 2 students based on a predicted enrollment of 24 students.

2.4 Indicate the Q Comp schoolwide student academic achievement SMART goal:

The percentage of all students enrolled as of October 1 in STEP who meet their yearly IEP goals will increase from 70% to 80% in 2013.

2.5 Describe the site job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

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. Sites will determine the composition of PLCs with final approval by the building administrator. The work of classroom teacher PLCs will focus on student achievement. The work of non-classroom teacher PLCs (e.g., nurses, social workers, etc.) will focus on impacting student achievement by supporting students' engagement in the school setting. During their PLC meetings, teachers will participate in professional discussions around curriculum, assessment, strategies/interventions, and student engagement, with a goal of improving individual student achievement aligned to the building Site Goal.

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. The district calendar will incorporate dedicated professional development time into the academic year to facilitate meeting PLC requirements. PLCs will set their meeting schedule for the entire year and submit it to the PLC/Professional Development Site Facilitator by September 30, with the understanding that meetings may need to be rescheduled due to unforeseen circumstances.

The months of September (August in-service), November, December, January, February, March, April, and May will each include professional development days during which a minimum of 135 minutes will be designated for PLC meeting time. Beyond the designated PLC meeting time, these professional development days will afford teachers the opportunity to participate in other professional development activities as planned by the building and/or district Professional Development teams with input from building administration and the Director of Teaching and Learning. Building Professional Development teams, under the leadership of the building PLC/Professional Development Site Facilitator and in collaboration with building administration, will gather input from teachers and Peer Coaches throughout the year in order to plan meaningful professional development activities to meet the varied needs of the teachers at each site. During each of these months PLCs will select a separate day on which to meet within the contract day for approximately 45 minutes for their second PLC meeting of the month; choice of date/time for PLC meetings must be approved by building administration.

Due to calendar and scheduling constraints, there will be no professional development day available to teachers during the month of October. During this month PLCs will schedule a minimum of two PLC meetings on days and times approved by building administration and agreed upon by the PLC, for a minimum total of 180 minutes for the month. Building administration will support teachers in meeting their PLC requirements for October by minimizing the number of building meetings and by offering teachers flexible scheduling options as schedules allow.

PLCs Leaders will be responsible for setting the PLC meeting agenda, facilitating the meeting, recording attendance and ensuring that meeting notes are recorded. In planning PLC meetings, PLC Leaders will work to promote and encourage the sharing of instructional strategies among the PLC members. PLC Leaders will be responsible for submitting all documents electronically to the PLC/Professional Development Site Facilitator (Site Facilitator) within a reasonable amount of time following each meeting, as well as for retaining a copy of all documentation for their own records. The Site Facilitator will retain copies of all documentation received and record PLC meeting dates and member attendance on the PLC attendance spreadsheet.

Because PLC meetings are an integral part of the professional development component of teacher evaluation, all teachers are required to regularly attend and participate in their PLC meetings. If for some reason a teacher is unable to attend a PLC meeting, the teacher must obtain the meeting minutes from a fellow PLC member and email a reflection on the content of the minutes, including confirmation of any preparation required for the next meeting, to the members of the PLC and the Site Facilitator before the next PLC meeting date. The Site Facilitator will retain the reflection as documentation for PLC participation and record that the teacher has made-up the PLC meeting on the PLC attendance spreadsheet. The Site Facilitator will submit copies of the PLC attendance spreadsheet to both the Q Comp Coordinator and the building administrator on a monthly basis. The building administrator is responsible for following up with any PLC members not meeting their PLC requirements. The Q Comp Coordinator will keep a record of PLC participation for all teachers districtwide and notify the Director of Teaching and Learning if a teacher is having difficulty completing the PLC requirements. Except in extenuating circumstances, meeting absences must be made-up in advance of the next PLC meeting. Any unresolved absences from PLC meetings as of the last student contact day in June will result in loss of the Teacher Observation portion of the teacher's performance pay.

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. The Professional Growth Plan may be developed individually or in collaboration with members of the PLC. The Individual Student Achievement Goal should be written as a SMART Goal; it should be measurable, quantifiable, and attainable. The goal may use data from common assessments, one-minute timed readings, MAP measures, MCA measures, F&P leveling, etc. Peer Coaches and administrators will receive training in writing SMART goals and will be available to help as teachers work to develop their Individual Student Achievement Goal. Teachers will complete their Professional Growth Plan (PGP) and Individual Student Achievement Goal with the support of their PLCs in advance of their first observation cycle at which time they will review their PGP and their Student Achievement Goal with their Peer Coach. The work of the PLC throughout the year should support the Professional Growth Plans and Individual Student Achievement Goals of the members. PLC work will address the four corollary questions: What is it that we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn it? How will we respond when they already know it?

PLC activities throughout the year may include but are not limited to:

- Reviewing and analyzing student achievement data
- Implementing, and evaluating research-based strategies designed to improve student achievement or professional practice
- Reflecting and self-assessing following the implementation of new strategies
- Collegial sharing of successful classroom applications of new and/or effective instructional strategies
- Writing and administering common formative and summative assessments
- Examining exemplars of student work and discussing strategies for increasing student achievement

Through their implementation of instructional strategies and their self-assessment of the impact of these strategies on student achievement following the lesson, teachers will improve their instruction. Teachers will be supported in their teaching practice through the job-embedded professional development activities facilitated by the PLC/Professional Development Site Facilitators and Peer Coaches.

Meeting agendas will include time for Q Comp teachers to discuss and reflect on student achievement data and on the delivery and impact of new instructional techniques. PLC meetings may include presentations and modeling by Peer Coaches to assist teachers in learning and implementing field-tested instructional strategies to improve their effectiveness in the classroom. Through their PLC meetings teachers will have the opportunity to seek advice, support and feedback from Peer Coaches as well as from their peers.

Teacher Observation/Evaluation will play an important role in guiding the focus of professional development at the district, site, and PLC level. During pre- and post-observation conferences with the Peer Coach, teachers will have the opportunity to review and discuss progress toward Individual Student Achievement Goals. Teacher observations by the Peer Coach will focus on specific instructional strategies designed to drive student achievement in their classrooms and to meet or exceed the Site Goal. Peer Coaches will support teachers in assessing their own level of strategic implementation of specific instructional strategies and will provide assistance for the improvement of teaching practice through the recommendation of appropriate resources and intervention strategies.

Specific description of the site-specific job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the schoolwide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the schoolwide SMART goal.

The following instructional strategies and interventions will be implemented to meet the schoolwide SMART goal:

- Direct Instruction
- Cues and Questions
- Vocabulary development
- Scaffolding
- Job coaching

b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g. grade level teams, department teams) and identify the average number of teachers on each team.

Because we are such a small staff we have one PLC of 3 teachers.

- c) Describe the meeting frequency and length for all teacher teams. [All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).]

PLC meetings will occur at least twice monthly. PLCs will meet for a minimum of 135 minutes during the fall workshop week and on each districtwide professional development day throughout the year (approximately one per month). The second PLC meeting each month will occur on a separate day during the month for a minimum of 45 minutes to meet the monthly minimum total of 180 minutes.

- d) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:

- lxi. Teacher team meetings/PLC meetings.
- lxii. Introduction of specific instructional strategies.
- lxiii. Coaching cycles.
- lxiv. Teacher evaluation timeline.
- lxv. Occurrence of any other professional development activities.

The following is the schedule for all job-embedded professional development plan activities throughout the year. Specific instructional strategies will be introduced and/or reinforced during the district and building professional development days.

August

- New teacher orientation
- District teacher in-service and professional development
- Building teacher in-service and professional development
- Q Comp evaluation training
- District Evaluation Team evaluation training
- PLC formation and initial meetings. PLCs select PLC Leaders and set team meeting calendar for the entire year. PLC Leaders document this information and submit to Site Facilitator

September

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Teachers work with PLCs and Peer Coaches to develop Professional Growth Plan and Individual Student Achievement Goal
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring

October

- PLC meetings, at least twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting

- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- PSAT/NMSQT assessment
- EXPLORE assessment
- PLAN assessment
- Progress monitoring
- District-level curriculum review meeting

November

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- Mentor Teacher meeting
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

December

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

January

- PLC meetings, twice monthly for a minimum total of 180 minutes

- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

February

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

March

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- District-level curriculum review meeting
- District/building Professional Development day

April

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- GRAD assessments
- District-level curriculum review meeting
- District/building Professional Development day

May

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

Coaching and Teacher Evaluation Timeline

All teachers will participate in a minimum of three observation cycles yearly. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers from the District Evaluation Team over the course of their observation cycles.

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.

Continuing contract teachers on high cycle will be observed 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.

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. The Peer Coach observation will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers on an ongoing basis throughout the year to provide them with coaching and instructional support and to assist them in developing and improving instructional skills.

The coaching cycle and teacher evaluation timeline occur concurrently as shown below. Some overlap has been provided to facilitate scheduling around leaves and unforeseen circumstances.

September 15-November 30, all teachers: Observation #1 with pre- and post-observation conference. Individual Student Achievement Goal and Professional Growth Plan developed, reviewed and submitted to Peer Coaches.

September 15-December 30, probationary teachers: Additional observation with pre- and post-observation conference for probationary teachers. Conducted by a Peer Coach who will continue to mentor them throughout the year.

November 15-February 28, all teachers: Observation #2 with pre- and post-observation conference. Review progress toward Individual Student Achievement Goal and Professional Growth Plan.

February 15-May 30, all teachers: Observation #3 with pre- and post-observation conference. Individual Student Achievement Goal results verified and documented. Summative Assessment Report form submitted to Q Comp Coordinator.

Early Childhood Special Education (ECSE)

2.3 Identify the trend data, rationale and outcome statement.

a) **Supporting data:** Enter the assessment information and supporting data onto the table below.

Name of site: Early Childhood Special Education (ECSE)									
Identify standardized assessment in the SMART goal: Minnesota ECSE Child Outcome Summary									
☐ Reading ☐ Mathematics ☒ Other Communication, ability to meet one's individual needs, and using appropriate behavior									
Identify assessed grades in the SMART goal: ages 3 to 6 yrs									
The site goal must align to this table.	School trend data* for grades in goal			District trend data for grades in goal			District trend data for all grades		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Valid measure of achievement (e.g., percent proficient):									
Number of students actually tested									
Number of students eligible for testing									

***All percentages must be calculated to at least one decimal place.**

This table above is designed for the MCA. If a different assessment is used, modify the table if needed to ensure the supporting data is included.

b) Additional supporting data to show how the decisions were data-driven (optional):



c) **Rationale for the schoolwide SMART goal:** Identify the amount of reasonable increase within the goal period and complete the following: (1-3 sentences for each part)

i Explain why the specific **content area** was chosen.

Currently, approximately 70% of ECSE students demonstrate some growth toward meeting their individual IEP goals. However, individual student success in demonstrating growth varies considerably both among students and across the different content areas examined by the MN ECSE Child Outcome Summary. We would like to see all students demonstrating growth consistently across all content areas.

ii Explain how the amount of increase is **strategic**. (Describe the relationship to the trend data or a long-term goal, showing how the increase is based on the examination of data.)

Our first step will be to ensure that all students demonstrate substantial growth toward their IEP goals in at least one content area of the MN ECSE Child Outcome Summary. We plan to reach 100% within 2 years. The 15% increase in the students who make substantial growth in at least one content area in 2013 puts us on track to reach our goal of 100% of students demonstrating growth by 2014.

d) **Outcome Statement:**

The 15% increase in the students who make substantial growth represents about 1 student based on a predicted enrollment of 6 students.

2.4 Indicate the Q Comp schoolwide student academic achievement SMART goal:

The percentage of all students enrolled for six months or more in ECSE who show growth in at least one content area of the MN ECSE Child Outcome Summary will increase from 70% to 85% in 2013.

2.5 Describe the site job-embedded professional development plan to meet the schoolwide goal, including how the plan will be implemented under the leadership of the teacher leader positions to improve classroom instruction and increase student achievement.

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. Sites will determine the composition of PLCs with final approval by the building administrator. The work of classroom teacher PLCs will focus on student achievement. The work of non-classroom teacher PLCs (e.g., nurses, social workers, etc.) will focus on impacting student achievement by supporting students' engagement in the school setting. During their PLC meetings, teachers will participate in professional discussions around curriculum, assessment, strategies/interventions, and student engagement, with a goal of improving individual student achievement aligned to the building Site Goal.

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. The district calendar will incorporate dedicated professional development time into the academic year to facilitate meeting PLC requirements. PLCs will set their meeting schedule for the entire year and submit it to the PLC/Professional Development Site Facilitator by September 30, with the understanding that meetings may need to be rescheduled due to unforeseen circumstances.

The months of September (August in-service), November, December, January, February, March, April, and May will each include professional development days during which a minimum of 135 minutes will be designated for PLC meeting time. Beyond the designated PLC meeting time, these professional development days will afford teachers the opportunity to participate in other professional development activities as planned by the building and/or district Professional Development teams with input from building administration and the Director of Teaching and Learning. Building Professional Development teams, under the leadership of the building PLC/Professional Development Site Facilitator and in collaboration with building administration, will gather input from teachers and Peer Coaches throughout the year in order to plan meaningful professional development activities to meet the varied needs of the teachers at each site. During each of these months PLCs will select a separate day on which to meet within the contract day for approximately 45 minutes for their second PLC meeting of the month; choice of date/time for PLC meetings must be approved by building administration.

Due to calendar and scheduling constraints, there will be no professional development day available to teachers during the month of October. During this month PLCs will schedule a minimum of two PLC meetings on days and times approved by building administration and agreed upon by the PLC, for a minimum total of 180 minutes for the month. Building administration will support teachers in meeting their PLC requirements for October by minimizing the number of building meetings and by offering teachers flexible scheduling options as schedules allow.

PLCs Leaders will be responsible for setting the PLC meeting agenda, facilitating the meeting, recording attendance and ensuring that meeting notes are recorded. In planning PLC meetings, PLC Leaders will work to promote and encourage the sharing of instructional strategies among the PLC members. PLC Leaders will be responsible for submitting all documents electronically to the PLC/Professional Development Site Facilitator (Site Facilitator) within a reasonable amount of time following each meeting, as well as for retaining a copy of all documentation for their own records. The Site Facilitator will retain copies of all documentation received and record PLC meeting dates and member attendance

on the PLC attendance spreadsheet.

Because PLC meetings are an integral part of the professional development component of teacher evaluation, all teachers are required to regularly attend and participate in their PLC meetings. If for some reason a teacher is unable to attend a PLC meeting, the teacher must obtain the meeting minutes from a fellow PLC member and email a reflection on the content of the minutes, including confirmation of any preparation required for the next meeting, to the members of the PLC and the Site Facilitator before the next PLC meeting date. The Site Facilitator will retain the reflection as documentation for PLC participation and record that the teacher has made-up the PLC meeting on the PLC attendance spreadsheet. The Site Facilitator will submit copies of the PLC attendance spreadsheet to both the Q Comp Coordinator and the building administrator on a monthly basis. The building administrator is responsible for following up with any PLC members not meeting their PLC requirements. The Q Comp Coordinator will keep a record of PLC participation for all teachers districtwide and notify the Director of Teaching and Learning if a teacher is having difficulty completing the PLC requirements. Except in extenuating circumstances, meeting absences must be made-up in advance of the next PLC meeting. Any unresolved absences from PLC meetings as of the last student contact day in June will result in loss of the Teacher Observation portion of the teacher's performance pay.

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. The Professional Growth Plan may be developed individually or in collaboration with members of the PLC. The Individual Student Achievement Goal should be written as a SMART Goal; it should be measurable, quantifiable, and attainable. The goal may use data from common assessments, one-minute timed readings, MAP measures, MCA measures, F&P leveling, etc. Peer Coaches and administrators will receive training in writing SMART goals and will be available to help as teachers work to develop their Individual Student Achievement Goal. Teachers will complete their Professional Growth Plan (PGP) and Individual Student Achievement Goal with the support of their PLCs in advance of their first observation cycle at which time they will review their PGP and their Student Achievement Goal with their Peer Coach. The work of the PLC throughout the year should support the Professional Growth Plans and Individual Student Achievement Goals of the members. PLC work will address the four corollary questions: What is it that we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn it? How will we respond when they already know it?

PLC activities throughout the year may include but are not limited to:

- Reviewing and analyzing student achievement data
- Implementing, and evaluating research-based strategies designed to improve student achievement or professional practice
- Reflecting and self-assessing following the implementation of new strategies
- Collegial sharing of successful classroom applications of new and/or effective instructional strategies
- Writing and administering common formative and summative assessments
- Examining exemplars of student work and discussing strategies for increasing student achievement

Through their implementation of instructional strategies and their self-assessment of the impact of these strategies on student achievement following the lesson, teachers will improve their instruction. Teachers will be supported in their teaching practice through the job-embedded professional development activities facilitated by the PLC/Professional

Development Site Facilitators and Peer Coaches.

Meeting agendas will include time for Q Comp teachers to discuss and reflect on student achievement data and on the delivery and impact of new instructional techniques. PLC meetings may include presentations and modeling by Peer Coaches to assist teachers in learning and implementing field-tested instructional strategies to improve their effectiveness in the classroom. Through their PLC meetings teachers will have the opportunity to seek advice, support and feedback from Peer Coaches as well as from their peers.

Teacher Observation/Evaluation will play an important role in guiding the focus of professional development at the district, site, and PLC level. During pre- and post-observation conferences with the Peer Coach, teachers will have the opportunity to review and discuss progress toward Individual Student Achievement Goals. Teacher observations by the Peer Coach will focus on specific instructional strategies designed to drive student achievement in their classrooms and to meet or exceed the Site Goal. Peer Coaches will support teachers in assessing their own level of strategic implementation of specific instructional strategies and will provide assistance for the improvement of teaching practice through the recommendation of appropriate resources and intervention strategies.

Specific description of the site-specific job-embedded professional development plan:

2.6 Describe the following elements in the job-embedded professional development action plan to reach the schoolwide SMART goal.

- a) Provide a list of specific instructional strategies that will be implemented to meet the schoolwide SMART goal.

The following instructional strategies and interventions will be implemented to meet the schoolwide SMART goal:

ECSE teachers use a variety of strategies and generally all relate to a student's individual needs. Communication skill building, social interaction skill building, motor skill building, and adaptive behavior instruction are the primary areas of learning for students. Direct instruction, small group instruction, and strategies that are best practice in specific disability areas are used.

- b) Describe the teacher learning team or Professional Learning Community (PLC) composition (e.g. grade level teams, department teams) and identify the average number of teachers on each team.

The ECSE department has two PLCs averaging 4 members per team.

- c) Describe the meeting frequency and length for all teacher teams. [All team meetings must take place during either the student-contact or teacher-contract day and must occur either weekly (at least 60 minutes) or every other week (at least 90 minutes).]

PLC meetings will occur at least twice monthly. PLCs will meet for a minimum of 135 minutes during the fall workshop week and on each districtwide professional development day throughout the year (approximately one per month). The second PLC meeting each month will occur on a separate day during the month for a minimum of 45 minutes to meet the monthly minimum total of 180 minutes.

- d) Provide a comprehensive schedule, including dates, for all job-embedded professional development plan activities. Please include the following:

- lxvi. Teacher team meetings/PLC meetings.
- lxvii. Introduction of specific instructional strategies.
- lxviii. Coaching cycles.
- lxix. Teacher evaluation timeline.
- lxx. Occurrence of any other professional development activities.

The following is the schedule for all job-embedded professional development plan activities throughout the year. Specific instructional strategies will be introduced and/or reinforced during the district and building professional development days.

August

- New teacher orientation
- District teacher in-service and professional development
- Building teacher in-service and professional development
- Q Comp evaluation training
- District Evaluation Team evaluation training
- PLC formation and initial meetings. PLCs select PLC Leaders and set team meeting calendar for the entire year. PLC Leaders document this information and submit to Site Facilitator

September

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Teachers work with PLCs and Peer Coaches to develop Professional Growth Plan and Individual Student Achievement Goal
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking

- Fountas & Pinnell leveling
- Progress monitoring

October

- PLC meetings, at least twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- PSAT/NMSQT assessment
- EXPLORE assessment
- PLAN assessment
- Progress monitoring
- District-level curriculum review meeting

November

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- Mentor Teacher meeting
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

December

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting

- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

January

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- Evaluation refresher training for teachers and District Evaluation Team
- District/building Professional Development day

February

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

March

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting

- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- District-level curriculum review meeting
- District/building Professional Development day

April

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- Progress monitoring
- MCA assessments
- GRAD assessments
- District-level curriculum review meeting
- District/building Professional Development day

May

- PLC meetings, twice monthly for a minimum total of 180 minutes
- Building Professional Development team meeting
- Building Leadership Team meeting
- Problem Solving Team meeting
- Staff meeting
- NWEA MAP assessments
- Math Assessment for Kindergarten (MAK) & Literacy Assessment for Kindergarten (LAK)
- AIMSWeb benchmarking
- Fountas & Pinnell leveling
- Progress monitoring
- District-level curriculum review meeting
- District/building Professional Development day

Coaching and Teacher Evaluation Timeline

All teachers will participate in a minimum of three observation cycles yearly. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers from the District Evaluation Team over the course of their observation cycles.

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. Continuing contract teachers on high cycle will be observed by a minimum of one or more Peer Coaches 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.

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. The Peer Coach observation will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers on an ongoing basis throughout the year to provide them with coaching and instructional support and to assist them in developing and improving instructional skills.

The coaching cycle and teacher evaluation timeline occur concurrently as shown below. Some overlap has been provided to facilitate scheduling around leaves and unforeseen circumstances.

September 15-November 30, all teachers: Observation #1 with pre- and post-observation conference. Individual Student Achievement Goal and Professional Growth Plan developed, reviewed and submitted to Peer Coaches.

September 15-December 30, probationary teachers: Additional observation with pre- and post-observation conference for probationary teachers. Conducted by a Peer Coach who will continue to mentor them throughout the year.

November 15-February 28, all teachers: Observation #2 with pre- and post-observation conference. Review progress toward Individual Student Achievement Goal and Professional Growth Plan.

February 15-May 30, all teachers: Observation #3 with pre- and post-observation conference. Individual Student Achievement Goal results verified and documented. Summative Assessment Report form submitted to Q Comp Coordinator.

Component 3

Teacher Evaluation/Observation

An objective and comprehensive teacher evaluation/observation system includes all of the following:

- Aligned with the district educational improvement plan and the staff development plan;
- Conducted at least three times per year using an objective performance evaluation rubric;
- Implemented by a locally selected and trained evaluation team; and
- Based on classroom observations of instructional practice.

Overall description of the teacher evaluation/observation system:

3.1 Describe the overall teacher evaluation/observation process and how it is implemented under the guidance of the teacher leaders and supported by the job-embedded professional development plan.

High Cycle in this document refers to the administrative review process in which continuing contract teachers are formally observed by building or district administration a minimum of once every three years.

The goal of the ISD 831 teacher evaluation system is to positively impact student learning by improving instruction. Instruction will be improved through self-assessment and reflection, individual goal setting, collaborative work in PLCs, and observations conducted by trained observers from the District Evaluation Team including Peer Coaches, building and district administration, and the Q Comp Coordinator. Job-embedded professional development will provide teachers with a deeper understanding of new and current instructional strategies; training in the evaluation model; and support in implementing the pre-planning, execution, and self-reflection stages of effective teaching.

All teachers will participate in a minimum of three observation cycles yearly. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers from the District Evaluation Team over the course of their observation cycles.

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. Continuing contract teachers on high cycle will be observed 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.

To earn performance pay for their observations, continuing contract teachers must complete all PLC requirements and receive a rating of Proficient on their Summative Assessment Report (Appendix p. 181); this is accomplished by earning a rating of Proficient on a minimum of two out of the three observations or by earning a rating of Proficient on the third observation. A rating of Proficient in an observation is defined as receiving a rating of Proficient or Distinguished on more than 50% of the total number of evaluated components from Domains 2 and 3 in that observation. If a teacher does not receive a rating of Proficient on their Summative Assessment Report and complete all PLC requirements, the teacher does not earn performance pay based on their observations for that year and will continue to work with building administration the following year.

Minnesota statute requires that probationary teachers be observed by an administrator three times yearly. To ensure that probationary teachers are afforded the opportunity to receive feedback from two different trained observers from

the District Evaluation Team, probationary teachers will participate in four observation cycles during the year. 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. The Peer Coach observation will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers on an ongoing basis throughout the year to provide them with coaching and instructional support and to assist them in developing and improving instructional skills.

To earn performance pay for their observations, probationary teachers must complete all PLC requirements and receive a rating of Proficient on their Summative Assessment Report; this is accomplished by earning a rating of Proficient on a minimum of two out of the three administrative observations or by earning a rating of Proficient on the third administrative observation. Rating Proficient in an observation is defined as receiving a rating of Proficient or Distinguished on more than 50% of the total number of evaluated components from Domains 2 and 3 in that observation. If a teacher does not receive a rating of Proficient on their Summative Assessment Report and complete all PLC requirements, the teacher does not earn performance pay based on their observations for that year and will continue to work with building administration the following year.

The district evaluation model is based on Charlotte Danielson's Framework for Teaching; modified versions of the evaluation forms and rubrics will be used for non-classroom teaching positions to better fit their area of assignment. (Appendix pp. 191-230) Peer Coaches will evaluate their assigned continuing contract teachers and probationary teachers using only Domains 2 and 3 of the rubric. As is current practice, administrators will evaluate their assigned continuing contract teachers and probationary teachers on all four Domains, however for consistency, only the results of Domains 2 and 3 will be considered in determining a Proficiency rating for the purpose of Q Comp performance pay.

As part of the evaluation process, teachers will develop a Professional Growth Plan including an Individual Student Achievement Goal and an Action Plan to achieve their goal. The Individual Student Achievement Goal must be written as a SMART goal and must align with the Site Achievement Goal. Site Achievement Goals are the responsibility of each site and must be in place for that year's plan by September 15. Site Achievement Goals must be developed jointly by building administration and teachers assigned to that site and must align with the District student achievement goal. Teachers will work with their PLCs in the fall to support each other in writing their Professional Growth Plans and Individual Student Achievement Goals. PLCs play a significant role throughout the year in providing professional development opportunities for teachers to identify, evaluate and learn new strategies to support their individual goals. Strategies discussed in PLCs will be implemented in the classroom and reviewed for effectiveness.

Peer Coaches represent a critical component of a multi-layered support system for teacher improvement. During the first pre-observation conference, Peer Coaches will review the teachers' Professional Growth Plans and their Individual Student Achievement Goals, ensuring that they are written as SMART Goals. During the second observation cycle Peer Coaches will revisit Professional Growth Plans with teachers and discuss progress toward their Individual Student Achievement Goal. At this time the teacher will have a one-time opportunity to modify their Individual Student Achievement Goal with the help of their Peer Coach; teachers who have already achieved their Individual Student Achievement Goal at this time may increase the rigor of this goal without jeopardizing their performance pay for achieving their Individual Student Achievement Goal. Peer Coaches will work with their assigned teachers throughout the year to develop a strong professional relationship focused on continual teacher improvement. Peer Coaches evaluate a teacher's progress toward and maintenance of Proficiency using the district's evaluation model. They support teachers during each observation cycle in implementing new strategies in the classroom and in working toward achieving their Individual Student Achievement Goal.

Peer Coaches will office out of buildings around the district to increase their accessibility by the teachers they coach and to provide more opportunities for collegial support and collaboration between Peer Coaches and teachers during PLC meetings and other professional development opportunities. An effort will be made to match Peer Coaches to buildings based on teaching experience/background in the areas of elementary, secondary, and non-classroom teacher. Although Peer Coaches will office out of a “home” building, they will be assigned to teachers in two to three buildings during each observation cycle, rotating between buildings as needed to ensure that each teacher works with a minimum of two different trained observers from the District Evaluation Team during the year. This also ensures that two to three different Peer Coaches will be conducting observations within a building during any given observation cycle. As much as is feasible, the rotation will be structured in such a way that teachers will be matched with Peer Coaches of similar teaching background during each of the three observation cycles.

The Q Comp Coordinator, Peer Coaches, and PLC/Professional Development Site Facilitators, in collaboration with district and building administration, will plan and facilitate districtwide and site-based job-embedded professional development that supports teachers in furthering their understanding of new and current instructional strategies and that is differentiated to meet the needs of all teachers. The Q Comp Coordinator and Peer Coaches will provide ongoing additional support and training for individuals and PLC teams, as determined by feedback from teachers and teacher leaders, in their effort to improve instruction and increase student achievement.

Evaluation Process

The District Evaluation Team will be comprised of Peer Coaches, building and district administrators and the Q Comp Coordinator. All teachers will participate in a minimum of three observation cycles yearly, with each cycle consisting of a pre-observation conference, an observation, and a post-observation conference. Teachers will be assigned a minimum of one and up to three Peer Coaches for both evaluation and instructional support throughout the year and will be observed annually by a minimum of two different trained observers from the District Evaluation Team.

Over the course of the year continuing contract teachers will participate in three observation cycles. The first observation cycle must be completed by November 30, the second by February 28, and the third by May 30. Continuing contract teachers not on high cycle will be observed by a minimum of two different observers during the course of their three observations. Continuing contract teachers on high cycle will be observed 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.

Probationary teachers participate in four observation cycles during the year. Probationary teachers are observed by the principal or district administration during three of their four observations. The first administrative observation cycle must be completed by November 30, the second by February 28, and the third by May 30. A Peer Coach will be assigned to each probationary teacher to conduct an additional observation cycle, which will be scheduled during the first semester of the year. The Peer Coach will continue to provide support to the probationary teacher on an ongoing basis through the remainder of the year to provide the probationary teacher with coaching and instructional support and to assist them in developing and improving instructional skills.

Observation #1: all teachers, completed by November 30

The Individual Student Achievement Goal and Professional Growth Plan (PGP), developed in collaboration with PLCs and aligned with the Site Goal, is reviewed, amended as needed, and approved with the support of the Peer Coach or

building administrator during the pre-observation conference for the first observation cycle. The Individual Student Achievement Goal and Professional Growth Plan includes an Action Plan focused on teacher behaviors leading to advanced professional growth and student achievement.

- Pre-observation conference:
 - Review, amend as needed, approve, and document the Individual Student Achievement Goal and Professional Growth Plan (Appendix p.177)
 - Review the Pre-Observation portion of the Pre/Post-Observation Conference Reflection form (completed by teacher in advance) (Appendix p.180)
- Observation:
 - Trained observer evaluates the lesson using the appropriate Observation Rating form (Appendix pp. 191-230) based on the Charlotte Danielson model, paying special attention to areas discussed in pre-observation conference. Trained observer completes Observation Summary form (Appendix p.179) following the observation.
- Post-observation conference:
 - Review the post-observation portion of the Pre/Post-Observation Conference Reflection form (completed by teacher in advance)
 - Review results of the observation using the Observation Summary form (completed in advance by the trained observer).
 - Signed copies of the Observation Summary form should be retained by both the teacher and the trained observer following the post-observation conference. The teacher may retain the Pre/Post-Observation Conference Reflection form for their own records.
 - Failure to complete required documentation on the part of either the trained observer or the teacher before the post-observation conference results in the post-observation conference being rescheduled until the documentation is available.
 - Trained observer begins a Summative Assessment Report for the teacher and records the results for Observation 1. (The trained observer is responsible for keeping the Summative Assessment Report up-to-date following each observation cycle and for passing it on to the teacher's next evaluator when appropriate.)

Observation #2: all teachers, completed by February 28

Progress on the Individual Student Achievement Goal and Professional Growth Plan will be reviewed at the second post-observation conference. Any concerns about progress toward Proficiency on the Summative Assessment Report will be discussed at the post-observation conference.

- Pre-observation conference:
 - Review the Pre-Observation portion of the Pre/Post-Observation Conference Reflection form (completed by teacher in advance) (Appendix p.180)
 - Review progress toward the Individual Student Achievement Goal and Professional Growth Plan. At this time the teacher will have a one-time opportunity to modify their Individual Student Achievement Goal with the help of their trained observer; teachers who have already achieved their Individual Student Achievement Goal at this time may increase the rigor of this goal without jeopardizing their performance pay for achieving their Individual Student Achievement Goal.

- Observation:
 - Trained observer evaluates the lesson using the appropriate Observation Rating form (Appendix pp. 191-230) based on the Charlotte Danielson model, paying special attention to areas discussed in pre-observation conference. Trained observer completes Observation Summary form (Appendix p.179) following the observation.
- Post-observation conference:
 - Review the post-observation portion of the Pre/Post-Observation Conference Reflection form (completed by teacher in advance)
 - Review results of the observation using the Observation Summary form (completed in advance by the trained observer).
 - Signed copies of the Observation Summary form should be retained by both the teacher and the trained observer following the post-observation conference. The teacher may retain the Pre/Post-Observation Conference Reflection form for their own records.
 - Failure to complete required documentation on the part of either the trained observer or the teacher before the post-observation conference results in the post-observation conference being rescheduled until the documentation is available.
 - If a teacher has received a rating of Less than Proficient on either of the first two observations, the Peer Coach or administrator must at this time discuss opportunities for more in-depth coaching and assistance before the 3rd observation cycle. The teacher will work with the principal or supervising administrator for their third observation cycle and is advised to schedule the 3rd observation early in the observation cycle window; it is the responsibility of the trained observer to connect with the appropriate administrator to notify them of the need to schedule the third observation with the teacher.
 - Trained observer records the results for Observation 2 on the teacher's Summative Assessment Report.

Observation #3: all teachers, completed by May 30

A final reflection of the Individual Student Achievement (SMART) Goal and Professional Growth Plan will be discussed at the 3rd post-observation conference. The Summative Assessment Report will be completed and discussed during the 3rd post-observation conference.

- Pre-observation conference:
 - Review the Pre-Observation portion of the Pre/Post-Observation Conference Reflection form (completed by teacher in advance) (Appendix p.180)
 - Review progress toward the Individual Student Achievement Goal and Professional Growth Plan.
- Observation
 - Trained observer evaluates the lesson using the appropriate Observation Rating form (Appendix pp. 191-230) based on the Charlotte Danielson model, paying special attention to areas discussed in pre-observation conference. Trained observer completes Observation Summary form (Appendix p.179) following the observation. Trained observer records the results of Observation 3 on the Summative Assessment Report.
- Post-observation conference:

- Review the post-observation portion of the Pre/Post-Observation Conference Reflection form (completed by teacher in advance)
- Review results of the observation using the Observation Summary form (completed in advance by the trained observer).
- Signed copies of the Observation Summary form should be retained by both the teacher and the trained observer following the post-observation conference. The teacher may retain the Pre/Post-Observation Conference Reflection form for their own records.
- Failure to complete required documentation on the part of either the trained observer or the teacher before the post-observation conference results in the post-observation conference being rescheduled until the documentation is available.
- Trained observer and teacher discuss whether the teacher has met requirements for Proficiency in the Final Observation/Evaluation Rating, and document results on the Summative Assessment Report.
- Trained observer and teacher discuss whether the teacher has achieved their Individual Student Achievement Goal and document results on the Summative Assessment Report.
- Complete and sign Summative Assessment Report indicating Observation/Evaluation and Individual Student Achievement Goal performance pay. (If data for the Individual Student Achievement goal is not available at this time, the trained observer may meet with the teacher separately, before May 31, to finalize Individual Student Achievement Goal results.) The trained observer and the teacher will each retain a copy of the Summative Assessment Report for their records.
- The trained observer is responsible for obtaining the signature of the teacher's building administrator on the Summative Assessment Report and submitting it to the Q Comp Coordinator by June 1, retaining a copy for him/herself as documentation.

Fourth Observation: probationary teachers only, completed by December 30

Probationary teachers will be observed once during the first semester by a Peer Coach, who will provide ongoing instructional support for the teacher throughout the year.

- Pre-observation conference:
 - Review the Pre-Observation portion of the Pre/Post-Observation Conference Reflection form (completed by teacher in advance) (Appendix p.180)
 - Review progress toward the Individual Student Achievement Goal and Professional Growth Plan.
- Observation
 - Trained observer evaluates the lesson using the appropriate Observation Rating form (Appendix pp. 191-230) based on the Charlotte Danielson model, paying special attention to areas discussed in pre-observation conference. Trained observer completes Observation Summary form (Appendix p. 179) following the observation.
- Post-observation conference:
 - Review the post-observation portion of the Pre/Post-Observation Conference Reflection form (completed by teacher in advance)
 - Review results of the observation using the Observation Summary form (completed in advance by the Peer Coach).

- Discuss any additional strategies or instructional support indicated by observations and evaluation.

Throughout the observation cycles, the Peer Coach or administrator will be observing teachers for evidence of Proficiency using the appropriate Observation Rating form (Appendix pp. 191-230); results of each observation will be recorded on the Observation Summary form (Appendix p.179) and shared with the teacher during the post-observation conference. 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. As a part of the pre- and post-observation conferences, Peer Coaches or administrators will provide guidance, coaching, resources, modeling, and additional support as needed. Peer Coaches will communicate regularly with the PLC/Professional Development Site Facilitators and the building Professional Development Teams on building-wide or PLC-specific professional development needs.

Detailed description of the teacher evaluation/observation rubric and system:

3.2 Provide a description of the teacher evaluation/observation rubric and process for all staff in these areas:

- a) Describe how all teachers will be informed of and trained on the teacher evaluation/observation rubric and process.

The Forest Lake evaluation model is based on Charlotte Danielson's Framework for Teaching; modified versions of the evaluation forms and rubrics will be used for non-classroom teaching positions to better fit their area of licensure. (Appendix pp. 191-230) Peer Coaches will evaluate their assigned continuing contract teachers and probationary teachers using only Domains 2 and 3 of the rubric. As is current practice, administrators will evaluate their assigned continuing contract teachers and probationary teachers on all four Domains, however for consistency, only the results of Domains 2 and 3 will be considered in determining a Proficiency rating for the purpose of Q Comp performance pay.

The district model is designed to support professional development and improvement in an effort to increase student achievement. While trained observers from the District Evaluation Team will evaluate teachers on Domains 2 and 3, a focus will be placed on the specific Domain/Component(s) selected by individual teachers as a part of their Professional Growth Plan. In the case of non-classroom teachers, the rubrics and evaluation forms have been modified to better fit the responsibilities of these positions, including school nurses, psychologists, counselors, etc. Although the rubrics and forms may be different for specialized positions, the evaluation process is the same as for classroom teachers. The essence of the four Domains remains the same on all evaluation rubrics, even though the names of the Domains may vary to better reflect the specific responsibilities of each position.

Teachers will receive specific training related to the new evaluation system during fall in-services. Initial training will identify the goal of the teacher evaluation process and give teachers a clear idea of instructional behaviors and skills necessary to achieve Proficiency. Teachers will receive copies of evaluation forms and rubrics specific to their position to guide them in their understanding of the expectations. Evaluation training will focus on what good teaching looks like according to the evaluation model. Teachers will learn how these defined best practices in teaching will be observed, scored and evaluated. Because the Danielson Framework for Teaching has been the evaluation model in Forest Lake for many years, continuing contract teachers will be familiar with the format of the evaluation rubric. Because non-classroom teachers will be new to the modified evaluation rubrics, teachers in these areas as well as probationary teachers will be given ample time to become familiar with their specific evaluation rubrics to ensure a clear understanding of the expectations.

Ongoing evaluation training during districtwide and building-level professional development days throughout the year will be a key component in ensuring a comprehensive professional development plan designed to provide teachers with the knowledge and skills they need to perform at the highest levels and to positively impact student achievement.

b) Describe when the following components are conducted during the evaluation/observation cycle:

i. Pre- and post-observation conferences.

Teachers will engage in a minimum of three observations as a means of formative evaluation. The teacher and the trained observer must have a pre-observation conference to prepare for each classroom observation and to review the teacher's lesson plan.

The pre-observation conference will take place no more than one week before the observation and should be leveraged to ensure that the expectations for the observation are clearly understood. In advance of the pre-observation conference the teacher will complete the pre-observation section of the Pre/Post Observation Conference Reflection form (Appendix p.180). An important task during the conference is for the trained observer to identify the expectations and for the teacher to describe the teaching plan for the classroom observation. Other purposes of the pre-observation conference include:

- Develop collegial atmosphere in advance of the observation.
- Learn about the unique qualities of the teacher's group of students.
- Identify the student outcomes that are expected.
- Allow the Peer Coach to explain his/her role to the teacher.
- Establish procedures in advance.
- Set the date and time for the classroom observation.
- State the objective(s) for the lesson to be observed

Following each observation, the teacher will conduct a self-reflection on the lesson by completing the post-observation section of the Pre/Post Observation Conference Reflection form. (Appendix p.180) The process of completing this form will ensure that the teacher processes the challenges and successes of the lesson and will better prepare the teacher for a conversation with the trained observer. The teacher and trained observer will review this form during the post-observation conference, which will take place no more than one week following the observation and will provide a time for teachers to reflect on specific elements of their lesson and to review progress toward their Professional Growth plan and Individual Student Achievement Goal (Appendix p.177). The teacher and trained observer will review and sign the Observation Summary form during the post-observation conference, documenting the observation cycle and teacher receipt of observation results; the trained observer will provide a copy of the Observation Summary form to the teacher and keep a copy for observation documentation. The teacher may also keep the Pre/Post Observation Conference Reflection form for their reference.

Observation Cycle and Allotted Times:

- Pre-observation: avg. 30 minutes, conducted no more than one week prior to an observation
- Observation: avg. 50 minutes
- Post-observation: avg. 30 minutes, conducted no more than one week following the observation

Scheduling the pre- and post-observation conferences within one week of the observation is vital to providing the teacher the opportunity for meaningful reflection and self-analysis as he/she prepares for and reflects on the lesson. Sharing these reflections with the Peer Coach in a timely manner provides the basis for effective instructional support and ongoing teacher improvement.

ii. Self-analysis and reflection.

Self-reflection is an integral component of the evaluation process. Prior to the first observation cycle, teachers begin with a self-analysis of their instructional strengths and areas for growth by reflecting on existing skills within each Component of the Domains of the Framework for Teaching. Teachers will select the Domain/Component(s) in which they wish to improve that year and record them on their Professional Growth Plan. Teachers review Professional Growth Plan goal progress during each observation cycle with their Peer Coach or administrator.

Teachers practice self-reflection through pre- and post-observation conferences. In preparation for the pre-observation conference for each observation cycle, teachers will complete the Pre-Observation Instructional Planning section of the Pre/Post Observation Conference Reflection form (Appendix p.180). Teachers will state the lesson objectives and student outcomes and reflect on any predicted misconceptions the students may have or particular challenges the lesson may present. In preparation for the post-observation conference, teachers will complete the Post-Observation Reflection section of the Pre/Post Observation Conference Reflection form, offering a lesson-specific reflection and self-analysis. During the post-observation conference the teacher will engage in a dialogue with the observer about the effectiveness of particular elements of the lesson. Teachers have the opportunity to add comments to the observation/evaluation form documenting his/her reflective thinking about the observation. The final post-observation conference of the year will include in-depth conversation between the teacher and observer to reflect on progress made and to think ahead to next year's goals.

3.3 Describe the process that will be used to instruct all evaluators/observers in their duties to ensure integrity and sustainability of the process. Please include the following elements of the process:

- a) Prevention of score inflation or deflation.
- b) Adherence to formal observation cycles.
- c) Initial training and ongoing training to all evaluators/observers.
- d) Ensuring inter-rater reliability.

Forest Lake Area Schools prevents score inflation for classroom observations in the same way in which it works to maximize inter-rater reliability by using common, objective evaluation forms and rubrics that ensure all teachers and other professionals holding the same or similar positions are evaluated using the same or similar criteria. Training ensures the integrity of the evaluation system by establishing consistency in scoring in the teacher evaluation system. In addition, having two different evaluators per year per teacher provides another check for consistency.

Comprehensive ongoing training of the members of the District Evaluation Team, including the Q Comp Coordinator, Peer Coaches, and administrators, is a key component in the assurance of consistency of scoring. All trained observers from the District Evaluation Team receive professional training in peer observation and teacher evaluation, including common scoring and comparison activities. Training provides evaluators with the knowledge and skills they need to conduct successful and objective peer observations. They receive training related to observational proficiency and learn the essential skills needed to be a coach/evaluator, including how to provide timely, useful feedback while ensuring consistency and integrity of the scoring system. Evaluators examine the potential pitfalls of scoring and participate in multiple and ongoing opportunities to discuss and score examples of teaching at various performance levels.

The district will contract with Elaine Phillips, a consultant and charter member of the Danielson Group, to provide training in the Danielson Framework and Evaluation System. Evaluator training will occur on-site during the month of August 2013 and will be 2 days in length. This training will be required for all district evaluators including the Q Comp Coordinator, Peer Coaches, and building and district administrators who conduct teacher evaluations.

Following the initial evaluator training in September, the Q Comp Coordinator, Peer Coaches, principals and other administrators who will conduct observations will participate in all training designed to establish and maintain inter-rater reliability between observers. These subsequent trainings will be held annually for a minimum of two one-day sessions and will be conducted in the district using video examples of teaching for practice in scoring. Evaluators will view the video together, scoring the lesson individually, then share their ratings with the group to compare ratings. In addition, evaluators will review all forms, terms (vocabulary), and timelines to ensure consistency and fidelity to the process. The District Evaluation Team will work to achieve a sound understanding of what evidence to collect and how that evidence compares to descriptors on the scoring rubric. Evaluators will be expected to match their ratings with that of “expert” ratings with an agreement of 75 percent or greater in order to be certified as a trained evaluator.

The Q Comp Coordinator and Peer Coaches will have additional job-embedded opportunities to reflect on and improve their performance as an evaluator through participation in their PLC. Peer Coach/Q Comp Coordinator PLC activities may include but are not limited to:

- Recognizing personal biases (e.g., for certain teaching styles or their perceptions regarding teaching).
- Practice interpreting evidence related to rating scale.
- Recognition and awareness of common judgment errors to avoid
- Practice connecting evidence to performance dimensions
- Practice rating samples of performance (e.g. videos, written scenarios, or cases)

In order to ensure inter-rater reliability, the Q Comp Coordinator, Peer Coaches, and administrators will receive joint training regarding the evaluation process and implementation. Joint training of evaluators will allow for meaningful discussions and development of consistent evaluation norms to prevent score inflation. Refresher training will be conducted on an annual basis.

The Q Comp Coordinator will monitor the observation timetable for Peer Coaches and administrators, with one formal observation scheduled approximately every three months. It is the joint responsibility of the Peer Coach/administrator and the teacher to schedule all components of the observation cycles within the required timeframe; the Peer Coach/administrator is responsible for submitting all requisite documentation in a timely manner. Pre-observation conferences must take place no more than one week prior to the scheduled observation. Post-observation conferences must take place no more than one week following the observation. The first observation cycle including all pre- and post-conferences must be completed by November 30, the second by February 28, and the third by May 30.

It is important for Peer Coaches/administrators to keep scheduled appointments. The first priority is attendance of the actual observation. If the coach/administrator must cancel an appointment they should inform the teacher as soon as possible and reschedule within a week of the missed appointment. In some instances (and with the permission of the observee) another evaluator may fill in for the assigned observer.

3.4 Describe the evaluation/observation process designed for licensed staff not assigned to direct classroom

instruction (e.g., nurses, school counselors, psychologists) and explain how all staff will be provided with initial and ongoing training in the differences.

The Forest Lake Evaluation model, based on Charlotte Danielson's Framework for Teaching, is designed to support professional development and improvement for all teachers. Teaching specialists who are part of the teacher bargaining unit but are not classroom teachers will participate in the same evaluation plan model as classroom teachers, with a focus on peer feedback and professional growth. Evaluation rubrics for non-classroom teachers are modified to accommodate specialized positions including school nurses, psychologists, counselors, etc. and, although the essence of the four Domains remains the same, in some cases Domains have been renamed to better reflect the specific responsibilities of the position, for example: Content Knowledge (the equivalent of Planning and Preparation), Environment, Delivery of Service (the equivalent of Instruction), and Professional Responsibilities.

Teachers will receive specific training related to the new evaluation system during fall in-services. Initial training will identify the goal of the teacher evaluation process and give teachers a clear idea of instructional behaviors and skills necessary to achieve Proficiency. Teachers will receive copies of the evaluation forms and rubrics to guide them in their understanding of the expectations. Evaluation training will focus on what proficiency in specific disciplines looks like according to the evaluation model. Teachers will learn how these defined best practices will be observed, scored and evaluated. Because non-classroom teachers will now have modified evaluation rubrics better suited to their area of licensure, teachers in these areas will be given ample time to become familiar with the evaluation rubrics to ensure a clear understanding of the expectations for Proficiency.

Observations for teacher specialists who work in areas requiring confidentiality, including but not limited to nurses, counselors, psychologists, etc., will have the option of an artifact-based observation in which they engage in a professional discussion with their evaluator, sharing evidence of their work during that observation time frame. Evidence may include documentation of the quality of professional services they've provided, examples of interactions they've had with students or parents, a description of situations they've successfully resolved, or other artifacts as appropriate to their position.

Ongoing evaluation training during districtwide and building-level professional development days throughout the year will be a key component in ensuring a comprehensive professional development plan designed to provide all teachers with the knowledge and skills they need to perform at the highest levels and to positively impact student achievement.

3.5 Describe any differences in the evaluation/observation process between probationary and tenured teachers (if applicable) and explain how all staff will be provided with initial and ongoing training.

All teachers will participate in a minimum of three observation cycles yearly. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers from the District Evaluation Team over the course of their observation cycles.

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. Continuing contract teachers on high cycle will be observed 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.

Minnesota statute requires that probationary teachers be observed by an administrator three times yearly. To ensure that probationary teachers are afforded the opportunity to receive feedback from two different trained observers from

the District Evaluation Team, probationary teachers will participate in four observation cycles during the year. 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. The Peer Coach observation will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers on an ongoing basis throughout the year to provide them with coaching and instructional support and to assist them in developing and improving instructional skills.

To earn performance pay for their observations, continuing contract teachers must complete all PLC requirements and receive a rating of Proficient on their Summative Assessment Report; this is accomplished by earning a rating of Proficient on a minimum of two out of the three observations or by earning a rating of Proficient on the third observation. To earn performance pay for their observations, probationary teachers must complete all PLC requirements and receive a rating of Proficient on their Summative Assessment Report; this is accomplished by earning a rating of Proficient on a minimum of two out of the three administrative observations or by earning a rating of Proficient on the third administrative observation. A rating of Proficient in an observation for either a continuing contract teacher or a probationary teacher is defined as receiving a rating of Proficient or Distinguished on more than 50% of the total number of evaluated components from Domains 2 and 3 in that observation. If a teacher does not receive a rating of Proficient on their Summative Assessment Report and complete all PLC requirements, the teacher does not earn performance pay based on their observations for that year and will continue to work with building administration the following year.

Throughout the observation cycles, the Peer Coach or administrator will be observing teachers for evidence of Proficiency; results of each observation will be recorded on the appropriate Observation Rating form (Appendix pp. 191-230) and the Observation Summary form (Appendix p.179) and shared with the teacher during the post-conference. The Teacher and Peer Coach will review and sign the Observation Summary form; the Peer Coach will provide a copy of the Observation Summary form to the teacher and keep a copy for observation documentation. As a part of the pre- and post-observation conferences, Peer Coaches or administrators will provide guidance, coaching, resources, modeling, and additional support as needed.

The Forest Lake Evaluation model, based on Charlotte Danielson's Framework for Teaching, is designed to support professional development and improvement to increase student achievement and attainment of Site Goals. Teachers will receive specific training related to the new evaluation system during fall in-services. Initial training will identify the goal of the teacher evaluation process and give teachers a clear idea of instructional behaviors and skills necessary to achieve Proficiency. Teachers will receive copies of the evaluation forms and rubrics to guide them in their understanding of the expectations. Evaluation training will focus on what good teaching looks like according to the evaluation model. Teachers will learn how these defined best practices in teaching will be observed, scored and evaluated. Because the Danielson Framework for Teaching has been the evaluation model in Forest Lake for many years, continuing contract teachers will be familiar with the format of the evaluation rubric. Probationary teachers and non-classroom teachers (who now have modified evaluation rubrics better suited to their area of licensure) will be given ample time to become familiar with the evaluation rubrics to ensure a clear understanding of the expectations. Since the same evaluation system, based on Danielson's Framework for Teaching, is used for probationary and continuing contract staff, no transitional training into a new system is required once a teacher is offered a continuing contract.

Ongoing evaluation training during districtwide and building-level professional development days throughout the year will be a key component in ensuring a comprehensive professional development plan designed to provide both continuing contract teachers and probationary teachers with the knowledge and skills they need to perform at the

highest levels and to positively impact student achievement.

3.6 In the table below, please identify each teacher evaluation/observation position title and identify the responsibilities.

NOTE: There must be at least two different individuals assigned to evaluate/observe each teacher each year.

Position Title	Number of teachers this person will observe	Number of times per year this person will observe each teacher	If applicable, other evaluation/observation responsibilities
Q Comp Coordinator	9 per evaluation cycle (Peer Coaches)	Continuing Contract-2 per year	Help Peer Coaches with observations as needed, monitor observation cycles
Peer Coaches, equivalent of 9.0 FTE	Full-time coaches will observe approx. 55 per evaluation cycle; half-time coaches will observe approx. 27 per evaluation cycle	Continuing Contract not on high cycle-3 per year (by two different Peer Coaches) Continuing Contract on high cycle-2 per year Probationary-1 per year	Coach teachers and/or connecting them to colleagues/resources to support improvement, providing additional assistance in improving instructional practice
Building Principals	All probationary staff (varies year to year), 1/3 of staff annually, Peer Coach assigned to building, Staff found not Proficient in their first two evaluation cycles	Probationary-3 per year Continuing Contract-1 time every three years (high cycle) Peer Coach-1 per year	Link probationary teachers not making adequate growth with Mentor Teachers/Peer Coaches Oversee Observation Cycle #3 for continuing contract teachers not on track to achieve Proficiency
District Administration, including the Director of Teaching and Learning	5 per evaluation cycle (Q Comp Coordinator and 4 District-level Coordinators)	3 per year (by two different administrators)	

Professionalism: Peer Coach/Teacher Partnership

It is understood that any and all interactions exclusively between a teacher and his/her Peer Coach, beyond the required Q Comp forms and documentation, are to be considered confidential and that the rights of both parties must be honored. Both the teacher and the Peer Coach must observe professionalism and confidentiality and act in a manner that respects and protects the integrity of the partnership. Sharing of successful strategies and practices, however, is to the benefit of our school district, and the request for and granting of permission to share is appropriate.

3.7 Attach the following teacher evaluation/observation documents.

- Evaluation/observation rubrics
- Pre-observation conference forms
- Post-observation conference forms
- Self-analysis and reflection forms
- Other forms, as applicable, to ensure the reviewer is able to completely understand the process

See the Appendix, beginning on p. 173, for all forms listed above.

3.8 Describe the appeals process for teachers who have concerns with the reliability/accuracy of their formative evaluations.

A teacher with a concern about any aspect of a Q Comp observation/evaluation is encouraged to begin by working with their Peer Coach to resolve the issue. If a teacher believes that, despite the processes in place to ensure a fair and equitable observation, he or she has not been evaluated properly, that teacher may ask the Q Comp Coordinator to mediate, and/or the teacher may follow the Q Comp Appeals Process as outlined below.

All appeals shall be decided by the Q Comp Oversight Committee. The Oversight Committee shall be composed of the Q Comp Coordinator, four teacher members appointed by the Forest Lake Education Association (FLEA) President, and four administrative members appointed by the Superintendent. The Q Comp Coordinator will chair the Oversight Committee and serve as a non-voting member. A quorum is required for the Q Comp Oversight Committee to take a vote: a quorum consists of one chair and at least three administrative members and at least three teacher members. In the case that a committee member is unable to attend a meeting, the FLEA President or his/her designee may replace a teacher member; the Superintendent or his/her designee may replace an administrative member.

Q Comp Appeals Process:

- A formal appeal shall be submitted in writing to the Q Comp Coordinator within eight working days of the conference, observation, or other Q Comp evaluation-related concern. (“working days” as defined in Article XIX of the master agreement, Appendix pp. 186-187)
- The request shall be submitted on the official Q Comp Appeals Form (Appendix p.187), including the reason for the concern, supporting evidence, and desired action for resolution.
- The Q Comp Coordinator will schedule the Q Comp Oversight Committee to meet and consider the appeal within eight working days of the submission of the appeal.
- The Q Comp Oversight Committee must decide the outcome of the appeal by majority vote; the committee may uphold an appeal, deny an appeal, or recommend another course for resolution.
- A written electronic response from the Q Comp Coordinator will be sent to the teacher filing the appeal within 24 hours of the Q Comp Oversight Committee’s decision.
- Matters considered not satisfactorily resolved through the Q Comp Appeals process may initiate the grievance procedure in Article XIX of the master agreement between ISD 831 and the Forest Lake Education Association.

Component 4

Performance Pay

A performance pay system rewards teachers for demonstrated student and teacher performance and aligns with the professional development plan and teacher evaluation/observation process described in the previous components.

The performance pay system must include the following:

- Meeting schoolwide student achievement goals on standardized assessments.
- Demonstrating attainment of measure(s) of student achievement such as a grade level, team or classroom student achievement goal based on a measureable assessment that does not need to be standardized.
- Earning a set performance standard through the teacher evaluation/observation process.

4.1 Describe how the performance pay system is based on student and teacher growth through the implementation of the professional development and teacher evaluation/observation processes. (This includes the total amount of performance pay for which each teacher is eligible if all student and teacher performance standards are met.)

Teachers who fully participate in Q Comp (100%) will be eligible to earn up to \$2000 in performance pay annually. This amount plus the average amount a teacher can earn in base salary increases identified in Component 5 equals at least 60% of the teacher's total compensation increase. All teachers, as defined by the master agreement, are eligible for all portions of compensation.

Three areas have been identified for performance pay and will pay as follows for Full Participation (100%) in Q Comp:

- **Schoolwide (Site) Student Achievement Goal:** Teachers whose designated site meets their Schoolwide (Site) Student Achievement Goal will receive \$200 of performance pay.
- **Individual Student Achievement Goal:** Teachers who meet their Individual Student Achievement Goal will receive \$200 of performance pay
- **Teacher Observations:** Teachers who rate Proficient in their Summative Assessment Report will receive \$1600 of performance pay. (Teachers must complete PLC requirements to receive Teacher Observation performance pay.)

Because PLC meetings are an integral part of the professional development component of teacher evaluation, all teachers are required to regularly attend and participate in their PLC meetings. Except in extenuating circumstances, meeting absences must be made-up in advance of the next PLC meeting. Any unresolved absences from PLC meetings will be indicated on the Summative Assessment report at the end of the year and will result in loss of the Teacher Observation portion of the teacher's performance pay.

Teachers contracted at less than 1.0 FTE and/or teachers who work a partial year due to late hire, severed employment, leaves of absence, sabbatical, parental leave, or retirement shall be eligible for Q Comp performance pay on a tiered basis as described below, providing they meet the participation requirements. No teacher shall receive more than 100%

of Q Comp incentive amounts.

Participation levels for teachers contracted at less than 1.0 FTE or teachers who work a partial year:

- Teachers at less than 0.50 FTE may opt out or choose 50%, 75%, or 100% participation
- Teachers at 0.50-0.74 FTE may choose 50%, 75%, or 100% participation
- Teachers at 0.75-0.99 FTE may choose 75% or 100% participation

Participation level requirements:

**Note that participation in Q Comp at any level requires completion of three observation cycles.*

- 50% Participation Requirements
 - Participate in three observation cycles, must receive rating of Proficient on two out of the three observations or on the third observation to receive observation performance pay, paid at 100% of category performance pay
 - Participate in 50% of the PLC meeting requirements, minimum 90 minutes monthly (Teachers must complete minimum PLC requirements to receive Teacher Observation performance pay.)
 - PGP and Individual Student Achievement Goal, paid at 50% of category performance pay
 - Site Goal, if achieved, paid at 50% of full category performance pay
- 75% Participation Requirements
 - Participate in three observation cycles, must receive rating of Proficient on two out of the three observations or on the third observation to receive observation performance pay, paid at 100% of category performance pay
 - Participate in 75% of the PLC meeting requirements, minimum 135 minutes monthly (Teachers must complete minimum PLC requirements to receive Teacher Observation performance pay.)
 - PGP and Individual Student Achievement Goal, paid at 75% of category performance pay
 - Site Goal, if achieved, paid at 75% of category performance pay
- 100% Participation Requirements
 - Participate in three observation cycles, must receive rating of Proficient on two out of the three observations or on the third observation to receive observation performance pay, paid at 100% of category performance pay
 - Participate in 100% of the PLC meeting requirements, minimum 180 minutes monthly (Teachers must complete PLC requirements to receive Teacher Observation performance pay.)
 - PGP and Individual Student Achievement Goal, paid at 100% of category performance pay
 - Site Goal, if achieved, paid at 100% of category performance pay

Itinerant staff with no common shared prep time among the members of their PLC will be eligible for release time as needed to accomplish their PLC meeting requirements. These staff members must receive pre-approval from the Director of Teaching and Learning to use this option.

4.2 Identify the amount of performance pay each teacher is eligible to earn for meeting the schoolwide student achievement goal identified in Component 2.

\$200 is earned by each teacher fully participating (100%) in Q Comp if the schoolwide site goal is met.

10% is how much of the total performance pay this dollar amount represents.

As data becomes available, the Assessment and Evaluation Coordinator will analyze assessment results to determine if sites have met their Schoolwide (Site) Student Achievement Goal. If a site meets its Site Goal, all fully participating teachers assigned to that site will receive \$200 in performance pay. If a site does not meet its Site Goal, the following process will be used to manage the unearned portion of performance pay for that site:

- The two-hundred (\$200) dollars per fully participating teacher that is not awarded to the site will be put into a special budgetary category for that specific site. (The amount will be based on the number of teachers assigned to that site within Q Comp for the year in which the goal was not met; site assignments are recorded on the teachers' Professional Growth Plans.)
- The building administrator of that site will meet with that building's PLC/Professional Development Site Facilitator and the building Professional Development Committee to determine professional development resources or activities to support the teachers of that site in meeting their Schoolwide Student Achievement Goal the following year.
- One hundred (100) percent of the unearned Q Comp Site Goal dollars will be spent on professional development resources or activities targeted toward assisting teachers of that specific building in meeting their Site goal the following year.

4.3 Describe the measure(s) of student achievement and provide any forms, directions or instructions related to this measurement of student performance.

During their September PLC meetings each teacher will develop a Professional Growth Plan (PGP) including an Individual Student Achievement Goal and an Action Plan for goal achievement (Appendix p. 177). PLCs will work collaboratively to support each other in writing their PGPs and Individual Student Achievement goals. The Individual Student Achievement Goal must be written as a SMART Goal, aligned with the Site Goal and relevant to the teacher's area of assignment. Peer Coaches and administrators will be trained in writing SMART goals and will assist teachers/PLCs in developing their SMART goals to ensure that they are measurable and that they are aligned with Site Student Achievement Goals. Classroom teacher goals will focus on student achievement; non-classroom teacher goals (e.g., nurses, social workers, etc.) will focus on impacting student achievement by supporting students' engagement in the school setting. The Peer Coach or building administrator will be responsible for reviewing and approving the teacher's Individual Student Achievement Goal and Professional Growth Plan (PGP) at the first pre-observation conference; the Peer Coach/building administrator will recommend revisions as needed to the Individual Student Achievement Goal to ensure that there is equity among the goals for all staff.

During pre- and post-observation conferences the teacher and Peer Coach and/or administrator will monitor progress toward the Individual Student Achievement Goal and discuss possible modifications to the Action Plan to stay on track toward achieving the goal. During the second observation cycle, the teacher will have a one-time opportunity to discuss modifications to their Individual Student Achievement Goal with their Peer Coach; teachers who have already achieved their Individual Student Achievement Goal at this time may increase the rigor of this goal without jeopardizing their performance pay for achieving their Individual Student Achievement Goal. PLCs will engage in discussions throughout the year and explore strategies to help teachers make progress toward achieving their Individual Student Achievement Goals. Individual Student Achievement Goal progress will be documented on the Professional Growth Plan (PGP).

During the third post-observation conference or as soon as data is available (by May 31), the Peer Coach/building administrator will evaluate whether the teacher has met his/her Individual Student Achievement Goal and record it on the Summative Assessment Report. If the goal is met, a teacher who is fully participating in Q Comp (100%) will receive \$200 in performance pay. If the Goal is not met, the teacher will not receive performance pay for the Individual Student Achievement Goal. The trained observer is responsible for obtaining the signature of the teacher's building administrator on the Summative Assessment Report (Appendix p. 181) and submitting it to the Q Comp Coordinator by June 1, retaining a copy for him/herself as documentation.

4.4 Identify the amount of performance pay each teacher is eligible to earn for meeting the measure(s) of student achievement identified in section 4.3.

\$200 is earned by each teacher fully participating (100%) in Q Comp if the measure(s) of student achievement is met.

10% is how much of the total performance pay this dollar amount represents.

4.5 Describe the standard of performance teachers are expected to attain through the teacher evaluation/observation process and identify when this standard must be attained.

All teachers fully participating (100%) in Q Comp will participate in a minimum of three observation cycles yearly. Each cycle consists of a pre-observation conference, an observation, and a post-observation conference. Teachers will be observed by a minimum of two different trained observers from the District Evaluation Team over the course of their observation cycles.

Continuing contract teachers not on high cycle who are fully participating (100%) in Q Comp 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. Continuing contract teachers on high cycle who are fully participating (100%) in Q Comp will be observed 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.

To earn performance pay for their observations, continuing contract teachers must complete all PLC requirements and receive a rating of Proficient on their Summative Assessment Report; this is accomplished by earning a rating of Proficient on a minimum of two out of the three observations or by earning a rating of Proficient on the third observation. A rating of Proficient in an observation is defined as receiving a rating of Proficient or Distinguished on more than 50% of the total number of evaluated components from Domains 2 and 3 in that observation. (Proficiency requirements for partial plan participants is outlined in Section 4.1 above.) If a teacher does not receive a rating of Proficient on their Summative Assessment Report and complete all PLC requirements, that teacher does not earn performance pay based on their observations for that year and will continue to work with building administration the following year.

Minnesota statute requires that probationary teachers be observed by an administrator three times during the year. To ensure that probationary teachers are afforded the opportunity to receive feedback from two different trained observers from the District Evaluation Team, probationary teachers at 1.0 FTE will participate in four observation cycles. 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. The Peer Coach observation will be scheduled during the first semester of the year; Peer Coaches will continue to work with their probationary teachers

on an ongoing basis throughout the year to provide them with coaching and instructional support and to assist them in developing and improving instructional skills.

To earn performance pay for their observations, probationary teachers must complete all PLC requirements and receive a rating of Proficient on their Summative Assessment Report; this is accomplished by earning a rating of Proficient on a minimum of two out of the three administrative observations or by earning a rating of Proficient on the third administrative observation. Rating Proficient in an observation is defined as receiving a rating of Proficient or Distinguished on more than 50% of the total number of evaluated components from Domains 2 and 3 in that observation. If a teacher does not receive a rating of Proficient on their Summative Assessment Report and complete all PLC requirements, the teacher does not earn performance pay based on their observations for that year and will continue to work with building administration the following year.

Because PLC meetings are an integral part of the professional development component of teacher evaluation, all teachers are required to regularly attend and participate in their PLC meetings. Except in extenuating circumstances, meeting absences must be made-up in advance of the next PLC meeting. Any unresolved absences from PLC meetings will be indicated on the Summative Assessment report at the end of the year and will result in loss of the Teacher Observation portion of the teacher's performance pay.

Peer Coaches or administrators will submit all Summative Assessment Reports to the Q Comp Coordinator for verification and approval following the final post-observation conference.

4.6 Identify the amount of performance pay each teacher will earn through the teacher evaluation/observation process.

\$1600 is earned by each teacher fully participating (100%) in Q Comp through the evaluation/observation process. (Teachers must complete PLC requirements to receive Teacher Observation performance pay.)

80% is how much of the total performance pay this dollar amount represents.

4.7 (*Optional) Describe any additional measures of teacher or student performance for which teachers can earn performance pay.

4.8 (*Required only if 4.7 is completed) Identify how much performance pay each teacher can earn for attaining the teacher or student performance standard identified in 4.7.

\$ _____ is earned by each teacher if this other measure of performance is met.

_____ % is how much of the total performance pay this dollar amount represents.

Payment Timeline:

Teacher Observation and Individual Student Achievement Goal

- **Teacher Observations:** Teachers fully participating (100%) in Q Comp who rate Proficient in their Summative Assessment Report and complete their PLC requirements will receive \$1600 of performance pay.

- **Individual Student Achievement Goal:** Teachers fully participating (100%) in Q Comp who meet their Individual Student Achievement Goal will receive \$200 of performance pay

Performance payment for successful achievement of Teacher Observation and Individual Student Achievement Goal will be disbursed within two pay periods of receipt of performance pay data.

Site Achievement Goal

- **Schoolwide (Site) Student Achievement Goal:** Teachers fully participating (100%) in Q Comp whose designated site meets their Schoolwide (Site) Student Achievement Goal will receive \$200 of performance pay.

Performance payment for successful achievement of the Site Achievement Goal will be disbursed in the Fall of the following school year or as soon as practicable.

If a site does not meet its Site Goal, the following process will be used to manage the unearned portion of performance pay for that site:

- The two-hundred (\$200) dollars per fully participating teacher that is not awarded to the site will be put into a special budgetary category for that specific site. (The amount will be based on the number of teachers assigned to that site within Q Comp for the year in which the goal was not met; site assignments are recorded on the teachers' Professional Growth Plans.)
- The building administrator of that site will meet with that building's PLC/Professional Development Site Facilitator and the building Professional Development Committee to determine professional development resources or activities to support the teachers of that site in meeting their Schoolwide Student Achievement Goal the following year.
- One hundred (100) percent of the unearned Q Comp Site Goal dollars will be spent on professional development resources or activities targeted toward assisting teachers of that specific building in meeting their Site goal the following year.

Any unused Q Comp funds remaining after the disbursement of all expenditures and performance pay shall carry over to the next year and will remain dedicated to the Q Comp program. During the yearly Q Comp program review, the Q Comp Oversight Committee may make recommendations to the Q Comp Coordinator, the Director of Teaching and Learning and the Director of Business Services on the expenditure of those funds.

Component 5

Alternate Salary Schedule

A reformed salary schedule, at a minimum, determines increases to a teacher's base salary on the attainment of specific student and teacher performance indicators rather than years of service and continued employment.

5.1 Describe how the alternative salary schedule relates to the job-embedded professional development system, the teacher evaluation/observation process and the performance pay system.

Vertical movement on the salary schedule is aligned to the performance pay system. Teachers must attain a rating of Proficient on the teacher evaluation Summative Assessment Report and be otherwise eligible for advancement as listed in Article VIII Section 1 Subd 3 of the master agreement between ISD 831 and Forest Lake Education Association. (Appendix p.188) A teacher who meets these criteria will advance one Step on the salary schedule.

5.2 School district, school site and intermediate district applicants:

a) Describe how the salary schedule has been reformed to determine a teacher's vertical movement on indicators of student and teacher performance.

Past reforms to comply with the previous Q Comp plan salary reform requirements are still in place. The salary grid for 2012-2013 (Schedule B) replaced Step numbers with letters. This recognizes that the 12 steps have not typically reflected movement through the grid over the course of 12 years of service. Step movements are subject to the right of the District to withhold for just cause. Just cause includes but is not limited to the failure to achieve a rating of Proficient on the teacher evaluation Summative Assessment Report. (Article VIII Section 1 Subd 3) (Appendix p.188)

b) Provide a copy of the salary schedule grid and an example of how teachers now move through this reformed schedule.

In the 2011-2013 master agreement between ISD 831 and the Forest Lake Education Association, Steps on the salary schedule were changed from numbers to letters. The letters indicate the performance increments through which a teacher would progress vertically provided they meet the criteria listed in 5.1 of this application.

**SALARY SCHEDULE 2012-2013
BASED ON SEMESTER CREDIT SYSTEM**

<u>Step</u>	<u>BA</u>	<u>BA+10</u>	<u>BA+20</u>	<u>BA+30</u>	<u>BA+40</u>	<u>MA</u>	<u>MA+10</u>	<u>MA+20</u>	<u>MA+30</u>	<u>MA+40</u>
A	33500	34121	34741	35285	36447	39122	39697	40254	40815	41375
B	34500	35154	35808	36369	37577	40433	41009	41569	42127	42687
C	35600	36294	36987	37565	38818	41842	42421	42976	43536	44095
D	36800	37533	38269	38888	40207	43340	43917	44478	45036	45597
E	38000	38783	39561	40236	41644	44832	45407	45966	46527	47088
F	39300	40124	40941	41826	43648	46530	47138	47729	48321	48913
G	40600	41422	42232	43115	44927	48092	48700	49287	49877	50466
H	42200	43021	43832	44715	46526	49793	50400	50987	51576	52165
I	44600	45421	46232	47115	48926	52293	52900	53487	54076	54665
J	47000	47821	48632	49515	51326	54693	55300	55887	56476	57067
K	50190	51011	51822	52705	54516	57883	58490	59077	59666	60262
L	51190	52011	52822	53705	55516	58883	59490	60077	60666	61262

The following illustrates how teachers would move through the salary schedule under the Q Comp plan:

Example A: In the teacher evaluation Summative Assessment Report at the end of Year 1, a teacher who is at Step D meets the criteria listed in 5.1 of this application. The teacher would advance to Step E in Year 2.

Example B: In the teacher evaluation Summative Assessment Report at the end of Year 1, a teacher who is at Step D does not meet the criteria listed in 5.1 of this application. The teacher would remain on Step D in Year 2 for a period of one year.

5.3 Charter school applicants:

- a) Describe the impact of student and teacher performance on increases to a teacher's permanent base salary.

- b) Provide examples of how a teacher's base salary will increase under the new system.

Q Comp Application – Budget

The following budget accounts for all Q Comp funding in alignment with the plan as outlined in Components 1-5. In addition, the budget adheres to all Uniform Financial Accounting and Reporting System (UFARS) requirements and restrictions.

Please complete the following charts as needed. The charts will expand to include all related expenditures:

6.1 Career Ladder Expenditures: Teacher leader salary augmentation/release time cost

Position Salary Augmentation	Accounting Calculation (Repeat the calculation for each position.)	Expenditure Subtotal
Identify Position(s): Q Comp Coordinator	\$40,600 (salary augmentation) + \$6,150.90 (applicable benefits—TRA/FICA) + \$3,540.86 (any related extended time pay/substitute coverage); all multiplied by 1 (the number of teachers in the position) = \$50,291.76 (total cost for the position)	\$50,291.76
Identify Position(s): Peer Coaches	\$40,600 (salary augmentation) + \$6,150.90 (applicable benefits—TRA/FICA) + \$561.93 (any related extended time pay/substitute coverage); all multiplied by 9 (the number of teachers in the position) = \$425,815.47 (total cost for the position)	\$425,815.47
Identify Position(s): PLC/Professional Development Site Facilitators	\$1000 (salary augmentation) + \$151.50 (applicable benefits—TRA/FICA) + \$1,160.71 (any related extended time pay/substitute coverage); all multiplied by 13 (the number of teachers in the position) = \$30,058.73 (total cost for the position)	\$30,058.73
Identify Position(s): PLC Leaders	\$100 (salary augmentation) + \$15.15 (applicable benefits—TRA/FICA) + \$ (any related extended time pay/substitute coverage); all multiplied by 150 (the number of teachers in the position) = \$17,272.50 (total cost for the position)	\$17,272.50
Identify Position(s): Q Comp Oversight Committee Members	\$800 (salary augmentation) + \$121.20 (applicable benefits—TRA/FICA) + \$ (any related extended time pay/substitute coverage); all multiplied by 5 (the number of teachers in the position) = \$4,606 (total cost for the position)	\$4,606.00
Identify Position(s): Mentor Teachers	Release time for Mentors and new teachers for planning and collaboration time \$112 per day x 2 days x 100 teachers = \$22,400 + \$3,393.60 (FICA/TRA) = \$25,793.60 NOT Q COMP FUNDED	\$25,793.60

6.2 Other Career Ladder Expenditures: Training, resources or other needs.

Purpose	Accounting Calculation	Expenditure Subtotal
Mileage for Peer Evaluators *ISD 831 is the largest district land-wise in the metro area	10 evaluators x 2400 miles per school year x \$0.565 per mile = \$13,560	\$13,560
General Supplies for Q Comp Coordinator, Peer Coaches	General Supplies and materials for program implementation, including printing costs for training materials and ongoing program documentation Item cost: \$9,000.00	\$9,000.00

6.3 Job-Embedded Professional Development Expenditures: Resources, training, substitute teachers or other needs.

Purpose	Accounting Calculation	Expenditure Subtotal
Substitutes to cover release time for itinerant licensed staff to meet with their PLC	Substitutes as needed to cover release time for itinerant licensed staff with no common shared prep time among the members of their PLC. 4 days x 20 teachers x \$112 per day = \$8,960.00 + \$1357.44 (FICA/TRA) = \$10,317.44	\$10,317.44
Miscellaneous Substitute Coverage for peer support, collaboration, and modeling	Substitute teachers to enable teachers to informally visit other classrooms in the district to observe model teaching. 0.5 days x 60 teachers x \$112 per day = \$3,360 + \$509.04 (FICA/TRA) = \$3,869.04	\$3,869.04
Instructional Supplies for Professional Development	Instructional supplies for working with teachers/PLCs/site staff during professional development activities Item cost: \$10,000.00	\$10,000.00
August New Teacher Orientation and professional development seminar	Planning and Communication for New Teacher Orientation \$27.50 per hour x 72 hours x 4 teachers = \$7,920 + \$1199.88 (FICA/TRA) = \$9,119.88 NOT Q COMP FUNDED	\$9,119.88
August In-service for professional development on evaluation model and best practices for Q Comp	\$35.00 per hour x 24 hours x 500 teachers = \$420,000 + \$63,630 (TRA/FICA) = \$483,630 NOT Q COMP FUNDED	\$483,630.00

6.4 Teacher Evaluation/Observation Expenditures: Resources, training, substitute teachers (not calculated under Career Ladder)

Purpose	Accounting Calculation	Expenditure Subtotal
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Professional trainer to provide training in conducting observations, ensuring inter-rater reliability	Evaluation training for Q Comp Coordinator and Peer Coaches. Cost reflects contracting with a professional trainer from the Danielson Group to provide training in the Danielson Framework and Evaluation. Item Cost: \$10,000	\$10,000.00
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6.5 Performance Pay Expenditures:

Performance Pay Area	Accounting Calculation	Expenditure Subtotal
Schoolwide Student Achievement Goals	\$200 (performance pay) + \$30.30 (applicable benefits – TRA/FICA); all multiplied by 500 (the number of teachers) = \$115,150 (total possible performance pay cost)	\$115,150.00
Measures of Student Achievement	\$200 (performance pay) + \$30.30 (applicable benefits – TRA/FICA); all multiplied by 500 (the number of teachers) = \$115,150 (total possible performance pay cost)	\$115,150.00
Teacher Evaluation/Observation	\$1600 (performance pay) + \$242.40 (applicable benefits – TRA/FICA); all multiplied by 500 (the number of teachers) = \$921,200 (total possible performance pay cost)	\$921,200.00
Other:	\$ (performance pay) + \$ (applicable benefits – TRA/FICA); all multiplied by (the number of teachers) = \$ (total possible performance pay cost)	\$

6.6 Other Program Expenditures:

Purpose	Accounting Calculation	Expenditure Subtotal
		\$

6.7 Total Expenditures: \$2,254,834.32 (Add the Expenditure Subtotal column from all tables above.)

6.8 Revenues:

Revenue Source	Calculation of Revenue Amount	Revenue Subtotal
Q Comp Funding	Number of students on October 1, 2012 multiplied by the per student amount of aid available = Total Q Comp funding <u>6,767 students x \$260 (funding + full levy) = \$1,759,420</u> District amount: between \$169 (no levy) and \$260 (\$169 with \$91 full levy) Charter or intermediate district amount: estimate \$243 (amount can change depending on the average of all	\$1,759,420.00

Staff Development Funding	Three-day August in-service for professional development on evaluation model and best practices in conjunction with Q Comp Funding amount: \$500,000	\$500,000.00
Federal Funding		\$
Other District Funding Mentor Program	Mentor Program funding comes from the district's General Fund and is designated for costs associated with mentor and induction activities for new teachers. Funding amount: \$30,000.00	\$30,000.00

6.9 Total Revenue: \$2,289,420 (Add the Revenue Subtotal column from the table above.)

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Forest Lake Area Schools

Professional Growth Plan and Individual Student Achievement Goal

Identify the Individual Student Achievement Goal you have selected for this academic year. The goal must be aligned to your building's Site Goal and approved by your initial Peer Coach (or administrator for probationary teachers). This form will be discussed with your Peer Coach at your first pre-observation conference and at subsequent conferences.

Teacher: _____ **Teaching Assignment:** _____ **Assigned Site:** _____

PLC Members: _____ **Initial Evaluator:** _____

1. SMART Student Achievement Goal (see SMART Goal Worksheet if necessary):

- Goal must explicitly state the baseline data and the targeted level of achievement.
- Goal must explicitly state whose progress will be assessed.
- Goal must explicitly state what measurement will be used to assess progress.

Goal Statement

2. Action Plan (Steps and timelines to achieve goal):

- What professional development resources will you and your PLC need to support you?

- How will you measure your professional growth?

- What is your timeline for implementation?

3. Please identify the specific Danielson Domain and/or subcategories you have selected for this year's observation cycle:

Teacher Signature: _____ Date: _____

Peer Coach Signature: _____ Date: _____
(If applicable)

Administrator Signature: _____ Date: _____
(If applicable)

Signed copies to teacher and Peer Coach/evaluator following the initial Pre-observation Conference. Teacher is responsible for retaining this form and bringing it to subsequent pre- and post-observation conferences for review and goal verification.

Q Comp SMART Goals Overview

(based on MDE Documents)

Teachers must set an Individual Student Achievement SMART Goal that aligns with the building Site Goal.

What is a SMART goal?

S Specific and Strategic

- Identifies sufficient detail to know exactly who and what regarding student achievement.
- Strategic
- Reflects a long-term goal.
- Reflects student achievement trends.
- Aligns with other initiatives.

M Measurable

- Identifies the starting value from the previous year's data.
- Identifies the final value to be achieved.

A Attainable

- Sets a final value that is reachable within the time frame.
- Stretches the previous achievement level.

R Results-based

- Identifies standardized assessment.
- Includes all students assessed in the group.
- Uses an appropriate measure for the standardized assessment.

T Time-bound

- Identifies the specific period of time.

Examples of Individual Student Achievement SMART Goal

All students in Mr. B's class at XYZ School will demonstrate growth of one academic year on the PALS reading assessment during the 2013-2014 school year.

At least 80% of students in Mrs. S's English Literature class at XYZ School will increase their reading comprehension score by 10% on the NWEA MAP assessment from fall to spring of 2013-2014.

At least 90% of students in Mrs. C's class at XYZ School will demonstrate proficiency on the Grade 6 Math Problem Solving assessment during the 2013-2014 school year.

During the 2013-2014 school year, Mr. D's fourth grade physical education students at XYZ School will improve performance by 20% on each of the Presidential Fitness Test sub areas.

Forest Lake Area Schools
Observation Summary, Observation # _____

Teacher _____ Evaluator _____ Site _____

Dates: Pre-observation _____ Observation _____ Post-observation _____

Completed by Peer Coach or Administrator after each observation and shared at the Post-observation conference.

Activity/lesson observed:

Evidence of stated objectives and selected Domain(s):

Evidence of professional development toward stated student achievement or professional growth goal:

Summary Comments

Things that appear to be working well:

Discussions of areas for growth:

Pre/Post Observation Reflection form completed:

☐ Yes

☐ No

Observation/Evaluation Rating:

☐ Proficient

☐ Less than Proficient

I acknowledge that I have reviewed this form.

Teacher Signature: _____ Date: _____

Peer Coach Signature: _____ Date: _____
(If applicable)

Administrator Signature: _____ Date: _____
(If applicable)

Forest Lake Area Schools Pre/Post-Observation Conference Reflection

Teacher:	Site:	Observation Date:	Observation #:
Pre-Observation Instructional Planning: Conference date _____ <i>To be completed by the teacher before an observation.</i>		Post-Observation Reflection: Conference date _____ <i>To be completed by the teacher after the observation.</i>	
1. Briefly describe important aspects of the learning environment that the observer needs to know in advance of student situations, developmental process, etc.		Were there environmental factors that affected today's lesson? If so, how?	
2. What are your objectives for the lesson? What will you do for students who already know the material?		In general, how successful was the lesson? Did students learn what you intended them to learn?	
3. How does this lesson relate to: a. Your Individual Student Achievement Goal? b. Instruction that has occurred over the last few weeks/months? c. Work over the next few weeks?		What are your next steps? How will you use today's lesson to inform future instruction based on your assessment of student learning and the curricular expectations (content, pacing, etc)?	
4. What activities will your students be doing?		Comment on the implementation and delivery of the strategies selected for the observation. Did you depart from your plan, and if so, how and why?	
5. How will you assess student learning? What will you do for students who do not learn the material?		What evidence of student understanding did you gather from this lesson? In examining examples of student work, what do those samples reveal about the students' level of engagement and understanding?	
6. Which Domain/subcategories would you like the observer to focus on in support of your yearly goals?		Were you satisfied with your performance in the selected Domain/subcategories?	

**Forest Lake Area Schools
Summative Assessment Report**

Teacher _____ Site _____ School Year _____

Q Comp Participation (circle one): 0.33 0.67 1.0

Observation/Evaluation

To earn performance pay for their observations and be eligible for a performance increment, continuing contract teachers must earn a rating of Proficient on the Summative Assessment Report by rating Proficient on a minimum of two out of the three observations or by rating Proficient on the third observation. Probationary teachers must receive a rating of Proficient on their Summative Assessment Report by rating Proficient on a minimum of two out of the three administrative observations or by rating Proficient on the third administrative observation. **Teachers must complete PLC requirements to receive Observation performance pay; any unresolved absences from PLC meetings will result in loss of the Teacher Observation portion of the performance pay.*

Observation #1 Evaluator _____ Date _____ ☐ Proficient ☐ Less than Proficient

Observation #2 Evaluator _____ Date _____ ☐ Proficient ☐ Less than Proficient

Observation #3 Evaluator _____ Date _____ ☐ Proficient ☐ Less than Proficient

Final Observation/Evaluation Rating: ☐ Proficient ☐ Less than Proficient

- ☐ Met Observation/Evaluation Proficiency requirements and is eligible for Evaluation stipend and performance increment under Q Comp program, pending successful completion of PLC participation requirements.
- ☐ Did not meet Observation/Evaluation Proficiency requirements and is not eligible for Evaluation stipend and performance increment under Q Comp program.

Individual Student Achievement Goal

- ☐ Met Individual Student Achievement Goal and is eligible for Individual Student Achievement Q Comp performance pay stipend.
- ☐ Did not meet Individual Student Achievement Goal and is not eligible for Individual Student Achievement Q Comp performance pay stipend.

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____
(Required)

Evaluator #3 Signature: _____ Date: _____
(If different from administrator)

**Forest Lake Area Schools
PLC Agenda and Meeting Minutes**

PLC Name _____ **Site** _____ **Date** _____

Meeting Start Time _____ **End Time** _____ **Total Number of Minutes** _____

The purpose of these meetings is to examine and improve student achievement. The work of the PLC should support the Professional Growth Plans of the members and align with the Site Goal. PLC activities throughout the year may include but are not limited to:

- Reviewing and analyzing student achievement data
- Implementing, and evaluating research-based strategies designed to improve student achievement or professional practice
- Reflecting and self-assessing following the implementation of new strategies
- Collegial sharing of successful classroom applications of new and/or effective instructional strategies
- Writing and administering common formative and summative assessments
- Examining exemplars of student work and discussing strategies for increasing student achievement

Facilitator:

Notetaker:

Timekeeper:

Members Present:

Members Absent:

Meeting Focus/Instructional Strategy:

Meeting Notes:

Preparation for Next Meeting:

Continue on page 2 as needed. PLC's must keep a copy for their records and submit a copy electronically to the PLC/Professional Development Site Facilitator following each meeting.

Forest Lake Area Schools
PLC/Professional Development Site Facilitator Feedback Checklist

Site Facilitator _____ Site _____ Date _____

Building PLCs will evaluate their PLC/Professional Development Site Facilitator informally two times a year in an anonymous survey. The results will be submitted to the building principal/supervising administrator, who will go over the results with the Site Facilitator.

Proficient	Less than Proficient	
		Supports building PLCs in analyzing data and accessing resources to aid in locating and identifying evidence-based strategies to improve instruction and increase student achievement
		Receives and documents paperwork from PLCs including agendas and meeting minutes on a monthly basis
		Collaborates with building administration in facilitating monthly meetings of the Building Professional Development Team and coordinating professional development and learning opportunities for building staff and PLCs
		Gathers input from PLCs to determine building professional development needs
		Attends district-level Q Comp and Professional Development meetings
		Documents building professional development activities throughout the year to include in the yearly Staff Development Report as required by the State
		Supports probationary teachers and connects them to building and district-level resources and personnel to help them acclimate to the school climate and improve instructional skills

Open comments:

**Forest Lake Area Schools
PLC Leader Feedback Checklist**

PLC Leader _____ PLC Team _____

Site _____ Administrator _____ School Year _____

Building administrators will evaluate PLC Leaders twice annually through observations and with input from the PLC/Professional Development Site Facilitator and PLC members with whom the PLC Leader works. Administrators will share the feedback with the PLC Leader.

Proficient	Less than Proficient	
		Sets an agenda for all PLC meetings
		Facilitates PLC meetings
		Ensures that notes are taken at each meeting
		Ensures that all PLC members have input into meeting planning and decision-making
		Distributes meeting notes to PLC members in a timely manner
		Submits meeting notes and attendance to Site Facilitator in a timely manner
		Helps PLCs access district and staff resources to aid in goal setting and in identifying evidence-based strategies

Comments:

**Forest Lake Area Schools
Mentor Teacher Feedback Checklist**

Mentor Teacher _____ Teaching Assignment _____

Site _____ Administrator _____ School Year _____

Building administrators will evaluate a Mentor Teacher informally through observations and conversations with the new teacher with whom the Mentor is paired. Administrators will share the feedback with the Mentor Teacher as deemed appropriate.

Proficient	Less than Proficient	
		Works to develop an open, supportive relationship with the new teacher
		Adheres to the confidentiality between the Mentor and the new teacher
		Encourages the new teacher to expand his/her teaching skills and to become actively involved with students, parents, and staff
		Utilizes reflective questioning skills to invite the new teacher to look at her/her teaching practices with an eye for improvement
		Leads the new teacher into discovering solutions and answers on his or her own by asking questions of the new teacher
		Connects the new teacher to other building and district-level resources and personnel to help them improve instructional skills
		Collaborates with building administration in supporting the new teacher and providing additional resources as needed.

Comments:

OVERSIGHT COMMITTEE ATTENDANCE/PARTICIPATION 2013-2014

Q Comp Coordinator (chair) _____

List Teacher Members across the top; indicate attendance with an X.

[illegible]

Q Comp Coordinator Signature _____ Date _____

Director of Teaching and Learning Signature _____ Date _____

**Forest Lake Area Schools
Q Comp Appeals Form**

Date of Appeal Filing: _____

Teacher: _____ **Site:** _____

Peer Coach: _____ **Building Principal:** _____

Date of Observation/Issue: _____

Reason for concern:

Describe and/or attach supporting evidence for concern:

Desired action for resolution:

Appeals Form received by Q Comp Coordinator (date and initials) _____

_____ Appeal review date (date of next Q Comp Oversight Committee meeting)

The Q Comp Coordinator will notify the appellant in writing regarding the Oversight Committee's decision within 24 hours of the Appeals review.

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preparation time during the elementary day in useable blocks of not less than 30 minutes each whenever feasible.

Subd. 3. Changing methods of instruction and scheduling may result in variations of the preparation time on a day to day basis. However, under no circumstances can preparation time be reduced when averaged on a weekly (five-day) basis or other scheduling cycle which may be employed. During this prep time, the teacher will be available for parent conferences, for individual help for students, for faculty, department or curriculum meetings and such other District related business which cannot reasonably be scheduled at another time.

ARTICLE VIII

BASIC COMPENSATION

Section 1. Rates of Pay:

Subd. 1. Schedules: The wages and salaries reflected in Schedule A, attached hereto, shall be a part of the Agreement for the 2011-2012 school year and the wages and salaries reflected in Schedule B, attached hereto, shall be a part of the Agreement for the 2012-2013 school year.

Subd. 2. Advancement: **Teachers** shall advance on the salary schedule one (1) step for the 2011-12 school year, with the step advancement, including advancement on the longevity schedule, occurring on January 23, 2012 (notwithstanding the terms of the longevity provision in Schedule A). **Teachers** shall advance on the salary schedule one (1) step, including advancement on the longevity schedule, for the 2012-2013 school year, according to the structure of the 2011-2012 salary schedule. Each **teacher** will then be placed on the 2012-13 salary schedule at the corresponding rate of pay as determined by making the step movements on the 2011-12 schedule. Minimum number of days worked to be eligible for step movement are governed by this Agreement, below.

Subd. 3. Withholding of Increments: Step movements as provided in this Agreement are subject to the right of the District to withhold, for just cause, increases in the form of increments or lane changes. Such increase shall not be withheld unless the **teacher** is notified of the deficiency in writing and given reasonable opportunity to correct such deficiency. If, thereafter, the District decides to withhold the increment or lane change salary increase it shall notify the **teacher** and Association in writing. An action withholding an increment or lane change salary increase shall be subject to the grievance procedure. A **teacher** who has had a lane change or increment withheld pursuant to this section may seek reinstatement to his/her normal position on the salary schedule no sooner than twelve (12) months after the withholding action, providing there is affirmative evidence of correction of the deficiency as determined by the Superintendent.

Subd. 4. 2011-2012 Lump Sum: For the 2011-2012 school year only, there will be a one-time lump sum payment of \$500 made to all teachers who were placed on Step 12 (or above) of the 2011-2012 salary schedule for the entirety of the 2011-2012 school year (i.e., all employees not making step movements onto Step 12 during the course of the year according to the terms of this Agreement, above).

Section 2. Status of Salary Schedule: The salary schedule shall not be construed to be a part of the **teacher's** continuing contract. In the event a successor Agreement is not entered into prior to the commencement of school in 2013, no adjustment shall be made in step position in a **teacher's** compensation,

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ARTICLE XII

VACANCIES AND TRANSFERS

Section 1. Publishing of Vacancies:

Subd. 1. Where a permanent vacancy in any professional position in the School District shall appear, the School District shall cause to be published a notice of such vacancy. The notice shall be delivered to the Association and its members via the School District e-mail system. No vacancies shall be filled until notice of such vacancies shall have been posted for at least five (5) calendar days during the months of September through June. No posting period shall be required during the months of July and August. A position description and other pertinent information shall be accessible. The School District may fill vacancies temporarily, pending posting of vacancies and processing of applications. Vacancies of a temporary nature, defined as likely to exist for less than a year, need not be posted.

Subd. 2. Any teacher possessing the necessary qualifications may apply for a vacancy and all applications shall be carefully considered. All applications shall be in writing and shall set forth the position for which the applicant is to be considered.

Subd. 3. Unsuccessful candidates who have been interviewed for a position shall be so notified in writing within seventy-two (72) hours of the decision.

Subd. 4. In the event that a temporary position is later changed to a permanent status, the position shall be posted in accordance with Subd. 1. The current occupant of the position may reapply along with any other interested, qualified teachers in the District.

Section 2. Transfers - Voluntary:

Subd. 1. Teachers may apply for a transfer to a specified or unspecified location or assignment at any time during the school year. Transfer pertains to the movement of the members of the Association from one school site to another school site, but does not apply to a change in assignment at a particular school site nor to the assignment of a member of the Association to a particular classroom, grade level, or subject area. Changes in school assignment for teachers who are assigned to two (2) or more school sites or facilities shall not be considered transfers, providing they are still performing the same duties within the position.

Subd. 2. Teachers desiring a transfer shall submit a written request to the Superintendent stating the specific assignment or nature of the assignment and school or school preferred, if any.

Subd. 3. Each transfer applicant shall be notified of the status of his/her application on or before June 1 of the school year in which the request is made. In the event the request is denied, the applicant may request the reasons for denial.

Section 3. Transfer - Involuntary:

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ARTICLE XIX

GRIEVANCE PROCEDURE

Section 1. Grievance Definition: A "grievance" shall mean an allegation by a teacher, group of teachers, or the Association that there has been a violation or disagreement as to the interpretation or application of any term or terms of this Master Agreement.

Section 2. Representative: The teacher, administrator, exclusive representative, or School District may be represented during any step of the procedure by any person or agent designated by such party to act on their behalf.

Section 3. Definitions and Interpretations:

Subd. 1. Extension: Time limits specified in this Agreement may be extended by mutual agreement.

Subd. 2. Days: Reference to days regarding time periods in this procedure shall refer to working days. A "working day" is defined as all week days not designated as holidays by state law.

Subd. 3. Computation of Time: In computing any period of time prescribed or allowed by procedures herein, the date of the act, event, or default for which the designated period of time begins to run shall not be included. The last day of the period so computed shall be counted, unless it is a Saturday, a Sunday or a legal holiday, in which event the period runs until the end of the next day which is not a Saturday, a Sunday, or a legal holiday.

Subd. 4. Filing and Postmark: The filing or service of any notice or document herein shall be timely if it is personally served or if it bears a certified postmark of the United States Postal Service within the time period.

Subd. 5. Formal Grievance: A grievance shall be considered a formal grievance when it is reduced to writing and presented to the School District.

Section 4. Time Limitation and Waiver: Grievances shall not be valid for consideration unless the grievance is submitted in writing to the teacher's immediate supervisor, except if another School District representative is designated by the School District, setting forth the fact(s) and the specific provision(s) of the Agreement allegedly violated and the particular relief sought within **twenty (20) days** after the date the first event giving rise to the grievance occurred, or within **twenty (20) days** after the grievant(s), through the use of reasonable diligence, should have had knowledge of the occurrence that gave rise to the grievance. Failure to file any grievance within such period shall be deemed a waiver thereof. Failure to appeal a grievance from one level to another within the time periods hereafter provided shall constitute a waiver of the grievance. An effort shall first be made to adjust an alleged grievance informally between the teacher and the teacher's immediate supervisor, except if another School District representative is designated by the School District.

Section 5. Adjustment of Grievance: The parties shall attempt to adjust all grievances which may arise during the course of employment of any teacher within the School District in the following manner:

Subd. 1. Level I: If the grievance is not resolved through discussion, the School District designee shall give a written decision on the grievance to the parties involved within **seven (7) days** after receipt of the written grievance.

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Subd. 2. Level II: In the event the grievance is not resolved in Level I, the decision rendered may be appealed to the Superintendent, provided such appeal is made in writing within **seven (7) days** after receipt of the decision in Level I. If a grievance is properly appealed to the Superintendent, the Superintendent or his/her designee shall set a time to meet regarding the grievance within **ten (10) days** after receipt of the appeal. Within **ten (10) days** after the meeting, the Superintendent or his/her designee shall issue a decision in writing to the parties involved.

Section 6. School Board Review: The School Board reserves the right to review any decision issued under Level I or Level II of this procedure at the request of the grievant or at its own instance, provided the School District or the grievant provides written notice within **ten (10) days** after a decision in Level I or Level II has been rendered. In the event the School Board determines to review a grievance, it shall hold a hearing and issue a decision within twenty (20) working days after the written notice. The Association shall receive written advance notice as to the date of said hearing. In the event of such review, the School Board reserves the right to affirm, reverse, or modify such decision. At the option of the School Board, a committee or representatives of the School Board may be designated by the School Board to hear the appeal at this level, and report its findings and recommendations to the School Board.

Section 7. Denial of Grievance: Failure by the School District to issue a decision within the time periods provided herein shall constitute a denial of the grievance, and the grievant(s) may appeal it to the next level.

Section 8. Arbitration Procedures: In the event that the grievant(s) and the School District are unable to resolve any grievance, the grievance may be submitted to arbitration as defined herein.

Subd. 1. Request: A request to submit a grievance to arbitration must be in writing signed by the aggrieved party, and such request must be filed in the office of the Superintendent within **fifteen (15) days** following the decision in Level II, or within **fifteen (15) days** after the decision of the School Board if the School Board reviews a decision pursuant to Section 6 of the grievance procedure.

Subd. 2. Prior Procedure Required: No grievance shall be considered by the arbitrator which has not been first duly processed in accordance with the grievance procedure and appeal provisions.

Subd. 3. Selection of Arbitrator: Upon the prior submission of a grievance under the terms of this procedure, the parties shall, within **ten (10) days** after the request to arbitrate, attempt to agree upon the selection of any arbitrator. If no agreement on an arbitrator is reached, either party may request the Bureau of Mediation Services to forward a panel of five (5) arbitrators, providing such request is made within **twenty (20) days** after request for arbitration. The selection of a single arbitrator shall then be made by the parties by the alternate striking process. Failure to agree upon an arbitrator or the failure to request an arbitrator from the Bureau of Mediation Services within the time periods provided herein shall constitute a waiver of the grievance.

Subd. 4. Hearing: The grievance shall be heard by a single arbitrator, and both parties may be represented by such person or persons as they may choose and designate, and the parties shall have the right to a hearing at which time both parties will have the opportunity to submit evidence, offer testimony, and make oral or written arguments relating to the issues before the arbitrator. The proceeding before the arbitrator shall be a hearing denovo.

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ARTICLE III

DEFINITIONS

Section 1. Terms and Conditions of Employment: "Terms and conditions of employment" means the hours of employment, the compensation therefor, including fringe benefits, except retirement contributions or benefits, other than employer payment of, or contributions to, premiums for group insurance coverage for retired employees or severance pay, and the employer's personnel policies affecting the working conditions of the employees. In the case of professional employees, the term does not mean educational policies of the School District. The term in both cases is subject to the provisions of the P.E.L.R.A.

Section 2. Appropriate Unit: "Appropriate unit" shall mean all *teachers* employed by the School District but shall not include: the superintendent, assistant superintendent(s), principals and/or assistant principals who devote more than 50% of their time to administrative or supervisory duties, confidential employees, supervisory employees, essential employees, emergency employees, and such other employees excluded by law.

Section 3. Teacher: "*Teacher*", as used in this Agreement, shall mean any person employed by the School District in a position for which licensure is required by the State of Minnesota or in a position of school nurse, physical therapist or occupational therapist, except superintendent, assistant superintendent(s), principals, and assistant principals who devote more than 50% of their time to administrative or supervisory duties, essential employees, and such other employees excluded by law.

Section 4. School District: Any reference to School District in this Agreement shall mean the School Board or its designated representatives.

Section 5. Other Terms: Terms not defined in this Agreement shall have those meanings as defined in the P.E.L.R.A.

ARTICLE IV

SCHOOL DISTRICT RIGHTS

Section 1. Inherent Managerial Rights: The Association recognizes that the School District is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure and selection and direction and number of personnel, and that all management rights and management functions not expressly delegated in this Agreement are reserved to the School District.

Section 2. Management Responsibilities: The Association recognizes the right and obligation of the School Board to efficiently manage and conduct the operation of the School District within its legal limitations and with its primary obligation to provide educational opportunity for the students of the School District.

Section 3. Effect of Laws, Rules and Regulations: The Association recognizes that all teachers covered by this Agreement shall perform the teaching and related non-teaching services as may be reasonably prescribed by the School District. The School District has the right and duty to promulgate rules, regulations, directives and orders from time to time as deemed necessary. No provisions of this Agreement may be in violation of or conflict with state

2011-2013 Independent School District 831 and the Forest Lake Education Association Agreement

ARTICLE IX

EXTRA COMPENSATION

Section 1. Additional Assignments: Extra assignments associated with additional compensation shall not be construed to be part of the continuing contract unless expressly so provided in the individual contract.

Section 2. Noncurricular Compensation: The wages and salaries reflected in Schedule C, attached hereto, shall be a part of this Agreement for the 2011-12 and 2012-13 school years.

Section 3. Assignment of Noncurricular Duties: The School District may assign the teacher to noncurricular or other assignments, subject to established compensation for such services. An assignment shall not be made without agreement of the teacher except when no qualified teacher is willing to assume the assignment. In such case, the assignment shall be only on a year to year basis by letter of assignment until a qualified teacher is available to accept the assignment. In the event that involuntary assignments are necessary, such assignments shall be rotated as equitably as practicable among the eligible teachers, giving consideration to a teacher's training, experience, aptitude, and teaching load.

Section 4. Extra Class: In the event a full-time teacher is required to teach an extra, regular, full-time class, such teacher shall be compensated at the rate of 1/6 of his/her salary. In the event the extra class assignment is for less than a year, it shall be prorated accordingly. However, in no instance, shall a teacher be assigned an extra class two years in succession unless the teacher agrees to the assignment.

Section 5. Extended Employment: "Extended employment" is defined as work beyond the basic contract year as defined in Article VI herein, and when such work is included in the teacher's individual contract, the teacher shall be compensated as follows:

$$\frac{\text{weeks worked}}{\text{weeks in regular contract year (37.4)}} \times \text{salary from schedule}$$

However, the salary as arrived at by such formula shall not exceed \$1025.00 per week for the 2011-12 and 2012-13 school years based on a regular day as defined in Article VII, Section 1. In the event the duty day is less than the regular duty day, the compensation and maximum shall be prorated accordingly.

Section 6. Compensation for Senior High School Deans. Senior High Deans shall have additional compensation for the contract year with the following stipulations:

Subd. 1. Senior High School Deans shall have an additional \$2,500 added to their base pay for the contract year.

Subd. 2. Senior High School Deans shall also have the potential to earn up to \$3,500 each year based on a performance evaluation completed by the High School Principal.

Subd. 3. The additional compensation granted under this Section for assigned additional duties and pay for performance is in lieu of any other forms of compensation including compensatory time.

Section 7. Compensation for Junior High School Counselors. Each junior high school counselor shall have additional compensation for the contract year. The junior high school counselors shall have the potential to earn up

2011-2013 Independent School District 831 and the Forest Lake Education Association Agreement

MISCELLANEOUS RATES OF PAY

EVENTS

2011-2013

Site Manager:

- | | |
|------------------------------|-------------------------|
| - Football | \$400 for the season |
| - Gymnastics | \$480 for the season |
| - Basketball | \$1080 for the season |
| - Volleyball | \$640 for the season |
| - Wrestling | \$450 for the season |
| - Soccer | \$500 for the season |
| - Saturday Tournaments | \$20 per hour as needed |
| - All other events as needed | \$40 per event |

Crowd Supervision: \$35 per event

Table Workers:

- | | |
|-----------------------|----------------------------------|
| - Ticket Taker/Seller | \$35 per event |
| - Announcer | \$35 for a varsity game or match |

Scoreboard/Scorebook: \$35 for single varsity game/match
\$50 for doubleheader varsity or JV/varsity game or match (same day)

HOURLY RATES

Miscellaneous Employment not covered by Article IX, Section 5	\$27.50
Homebound Instruction (plus mileage reimbursement as per School District policy)	\$30.50
Summer School Teaching	\$30.50
Alternative School Teaching	\$30.50
Elementary Honor Band Teaching	\$30.50
Summer Music Lessons	\$30.50

GRIEVANCE REPORT FORM

Attachment E

Grievance # _____ Distribution Form: 1-Supt. 2-Prin. 3-Assn. 4-Tchr.

Forest Lake Area Schools Observation Rating Form

Classroom Teacher

Name _____ Observer _____ Observation # _____ Date _____

Rating Key: Unsatisfactory, Basic, Proficient, Distinguished	U	B	P	D
Domain 1: Planning & Preparation				
1a. Plan displays solid content knowledge and pedagogical practices that reflect current research and best practice and anticipates some student misconceptions.				
1b. Plan displays understanding of individual student differences and the plan reflects this knowledge.				
1c. Goals are valuable, connected to standards, measurable, relevant to students' lives, involve several types of learning, and communicates importance of goal in plan.				
1d. Is fully aware of curriculum and standards, uses building and district resources and displays knowledge of how to gain necessary access.				
1e. Activities are suitable for students, connected to standards, supported by appropriate materials, and show consistent organization.				
1f. Assessment methods are clear, assess most goals, and there is evidence the results are used to plan for both individuals and groups.				
Domain 2: Environment				
2a. Interactions display appropriate warmth and caring. Maintains appropriate boundaries at all times. Students display respect for the teacher. Student interactions display respect and politeness.				
2b. Conveys consistent enthusiasm for the content and standards, students appear to accept the challenge to complete high quality work, and there is an environment of high expectation for student achievement.				
2c. There is organization, smooth transition, orderliness in the classroom, and all students are on task.				
2d. There are clear standards. The teacher is alert to all behavior. Incidents are dealt with in a dignified manner, or student behavior is appropriate.				
2e. The classroom is safe and arrangement enhances the lesson and use of equipment.				
Domain 3: Instruction				
3a. Instructional goals and assessment procedures are clearly stated and appropriate, Use of content vocabulary is correct and appropriate.				
3b. Displays high quality questioning skills that generate: classroom discussion engaging all students.				
3c. The lesson, activities, and content are appropriate and their structure succeeds in engaging students.				
3d. Feedback is consistent, provided in a timely manner to all students, and when appropriate teacher utilizes opportunities for more specific feedback.				
3e. Adjusts the lesson if needed, uses more than one strategy, and accommodates students.				
Domain 4: Professionalism				
4a. Accurately reflects on practice and is cognizant of areas of strength and areas for improvement.				
4b. Actively seeks out and engages in professional development.				
4c. Responds to and initiates collaborative efforts of colleagues and administration within the district.				
4d. Participates actively in the school community and maintains positive and productive relationships with colleagues.				
4e. Uses an organized system for maintaining accurate records. Records are transferable.				
4f. Displays honesty and respects norms of confidentiality.				

Forest Lake Area Schools Observation Rating Form
Guidance Counselor or Dean

Name _____ Observer _____ Observation # _____ Date _____

Rating Key: Unsatisfactory, Basic, Proficient, Distinguished	U	B	P	D
Domain 1: Content Knowledge				
1a. Possesses a clear understanding of students and uses knowledge to assist individuals.				
1b. Displays thorough understanding of the need to balance emotional and academic needs of the student and recognizes that they are in a position to influence this balance.				
1c. Displays a thorough knowledge of best practice strategies, how to use appropriate engagement skills, questioning and discussion techniques to facilitate the group process and uses curriculum that is relevant.				
1d. Aware of the community resources and policies, demonstrates a thorough understanding of the referral process and is able to coordinate an appropriate referral independently.				
1e. Displays thorough knowledge of appropriate crises strategies and problem solving skills.				
1f. Displays thorough testing knowledge and skilled use of data and technology.				
Domain 2: Environment				
2a. Interactions display warmth and caring within the appropriate boundaries.				
2b. Displays thorough competencies with time management, priority setting, handling emergencies, and flexibility.				
2c. Is flexible and responsive to providing opportunities for supporting students.				
2d. Expectations are clear; student behavior is appropriate and incidents are dealt with respectfully.				
2e. Builds productive relationships and communicates effectively.				
Domain 3: Delivery of Service				
3a. Is skilled in collecting important information from interviews and makes counseling decisions.				
3b. Provides frequent information to parents and has found successful approaches beyond the minimum expected.				
3c. Is skilled in helping students do self-assessment and recognizes the best times to do so.				
3d. Actively serves students and works well with a team of providers.				
3e. Is skilled in recognizing student needs and connects students to appropriate options.				
Domain 4: Professionalism				
4a. Accurately reflects on practice and is cognizant of areas of strength and areas for improvement.				
4b. Actively seeks out and engages in professional development.				
4c. Responds to and initiates collaborative efforts of colleagues and administration within the district.				
4d. Participates actively in the school community and maintains positive and productive relationships with colleagues.				
4e. Uses an organized system for maintaining accurate records. Records are transferable.				
4f. Displays honesty and respects norms of confidentiality.				

Forest Lake Area Schools Observation Rating Form
ECFE Parent Educator

Name _____ Observer _____ Observation # _____ Date _____

Rating Key: Unsatisfactory, Basic, Proficient, Distinguished	U	B	P	D
Domain 1: Planning & Preparation				
1a. Plan displays solid content knowledge and pedagogical practices that reflect current research and best practice and anticipates some parent misconceptions.				
1b. Plan displays understanding of individual parent differences and the plan reflects this knowledge.				
1c. Goals are valuable, connected to standards, measurable, relevant to parents' lives, involve several types of learning, and communicates importance of goal in plan.				
1d. Is fully aware of curriculum and standards, uses building and district resources and displays knowledge of how to gain necessary access.				
1e. Activities are suitable for parents, connected to standards, supported by appropriate materials, and show consistent organization.				
1f. Assessment methods are clear, assess most goals, and there is evidence the results are used to plan for both individuals and groups.				
Domain 2: Environment				
2a. Interactions display appropriate warmth and caring. Teacher maintains appropriate boundaries at all times. Parents display respect for the teacher. Parent interactions display respect and politeness.				
2b. Conveys consistent enthusiasm for the content and standards, parents appear to accept the challenge to complete high quality work, and there is an environment of high expectation for parent achievement.				
2c. There is organization, smooth transition, orderliness in the classroom, and all parents are on task.				
2d. There are clear standards. The teacher is alert to all behavior. Incidents are dealt with in a dignified manner, or parent behavior is appropriate.				
2e. The classroom is safe and arrangement enhances the lesson and use of equipment.				
Domain 3: Instruction				
3a. Instructional goals and assessment procedures are clearly stated and appropriate, Teacher's use of grammar/language is correct.				
3b. Displays high quality questioning skills that generate: classroom discussion engaging all parents.				
3c. The lesson, activities, and content are appropriate and their structure succeeds in engaging parents.				
3d. Feedback is consistent, provided in a timely manner to all parents, and when appropriate teacher utilizes opportunities for more specific feedback.				
3e. Adjusts the lesson if needed, uses more than one strategy, and accommodates parents.				
Domain 4: Professionalism				
4a. Accurately reflects on practice and is cognizant of areas of strength and areas for improvement.				
4b. Actively seeks out and engages in professional development.				
4c. Responds to and initiates collaborative efforts of colleagues and administration within the district.				
4d. Participates actively in the school community and maintains positive and productive relationships with colleagues.				
4e. Uses an organized system for maintaining accurate records. Records are transferable.				
4f. Displays honesty and respects norms of confidentiality.				

Forest Lake Area Schools Observation Rating Form

Instructional Lead

Name _____ Observer _____ Observation # _____ Date _____

Rating Key: Unsatisfactory, Basic, Proficient, Distinguished	U	B	P	D
Domain 1: Planning & Preparation				
1a. Demonstrates thorough knowledge in specialty area and trends in professional development.				
1b. Demonstrates thorough knowledge of the district's program and teacher skill in delivering that program.				
1c. Goals for the instructional support program are clear and suitable to the situation and the needs of the staff.				
1d. Is fully aware of resources available in the district for teachers to advance their skills.				
1e. Plan is well designed to support teachers in the improvement of their skills.				
1f. Plan to evaluate the instructional support program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.				
Domain 2: Environment				
2a. Relationships with the Instructional Lead are respectful, with some contacts initiated by teachers.				
2b. Promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.				
2c. Has established clear procedures for teachers to use in gaining access to support.				
2d. Has established clear norms of mutual respect for professional interaction.				
2e. Makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.				
Domain 3: Delivery of Service				
3a. Initiates collaboration with classroom teachers in the design of instructional lessons and units.				
3b. Efforts to engage teachers are largely successful, with most teachers participating in acquiring new instructional skills.				
3c. Quality of model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.				
3d. Locates resources for instructional improvement for teachers when asked to do so.				
3e. Makes revisions to the support program when needed.				
Domain 4: Professionalism				
4a. Accurately reflects on practice and is cognizant of areas of strength and areas for improvement.				
4b. Actively seeks out and engages in professional development.				
4c. Responds to and initiates collaborative efforts of colleagues and administration within the district.				
4d. Participates actively in the school community and maintains positive and productive relationships with colleagues.				
4e. Uses an organized system for maintaining accurate records. Records are transferable.				
4f. Displays honesty and respects norms of confidentiality.				

Forest Lake Area Schools Observation Rating Form

Media Specialist

Name _____ Observer _____ Observation # _____ Date _____

Rating Key: Unsatisfactory, Basic, Proficient, Distinguished	U	B	P	D
Domain 1: Planning and Preparation				
1a. Demonstrates thorough knowledge of literature, information technology, and 21st Century Learner Standards.				
1b. Demonstrates thorough knowledge of the District's academic goals and knowledge of student needs for information skills to meet those goals.				
1c. Goals are clear and appropriate to the age of students and the District's goals.				
1d. Is fully aware of resources and technology available for students and teachers in the school, the district and the community.				
1e. Program is well-designed to support both teachers and students with their information needs.				
1f. Evaluation plan for the media program states clear goals and shows a collection of evidence to prove the goals have been met.				
Domain 2: Environment				
2a. Interactions, both between the media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.				
2b. Interactions with both students and colleagues convey a sense of importance of seeking information and reading literature.				
2c. Routines and procedures (for example, circulation of materials, working on computers, independent work) have been established and function smoothly. Media assistants are clear as to their role.				
2d. Standards of conduct appear to be clear to students, and the media specialist monitors student behavior against those standards. Media specialist's response to student misbehavior is appropriate and respectful to students.				
2e. Effectively arranges the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.				
Domain 3: Delivery of Service				
3a. Adheres to district or professional guidelines in selecting materials for the collection and periodically weeds the collection of outdated material. Collection is balanced among different areas as the budget allows.				
3b. Initiates collaboration with classroom teachers in the design of instructional lessons and units.				
3c. Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.				
3d. Initiates sessions to assist students and teachers in the use of technology in the media center.				
3e. Makes revisions to the media program when they are needed.				
Domain 4: Professionalism				
4a. Accurately reflects on practice and is cognizant of areas of strength and areas for improvement.				
4b. Actively seeks out and engages in professional development.				
4c. Responds to and initiates collaborative efforts of colleagues and administration within the district.				
4d. Participates actively in the school community and maintains positive and productive relationships with colleagues.				
4e. Uses an organized system for maintaining accurate records. Records are transferable.				
4f. Displays honesty and respects norms of confidentiality.				

Forest Lake Area Schools Observation Rating Form
Licensed School Nurse

Name _____ Observer _____ Observation # _____ Date _____

Rating Key: Unsatisfactory, Basic, Proficient, Distinguished	U	B	P	D
Domain 1: Content Knowledge				
1a. Demonstrates understanding of medical knowledge and nursing techniques.				
1b. Displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.				
1c. Goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.				
1d. Displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.				
1e. Program is well-developed and serves to support students both individually and in groups.				
1f. Plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.				
Domain 2: Environment				
2a. Interactions with students are positive and respectful.				
2b. Promotes a culture throughout the school for health and wellness.				
2c. Procedures for the nursing office work effectively.				
2d. Has established guidelines for delegated duties and monitors associates' activities.				
2e. Office is well-organized and is appropriate to the planned activities. Medications are properly stored and well organized.				
Domain 3: Delivery of Service				
3a. Assesses student needs and knows the range of student needs in the school.				
3b. Medications are administered by designated individuals, and signed release forms are conveniently store and available when needed.				
3c. Presentations result in students/staff acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.				
3d. Plans for emergency situations have been developed for many situations.				
3e. Makes revisions to the nursing program when they are needed.				
Domain 4: Professionalism				
4a. Accurately reflects on practice and is cognizant of areas of strength and areas for improvement.				
4b. Actively seeks out and engages in professional development.				
4c. Responds to and initiates collaborative efforts of colleagues and administration within the district.				
4d. Participates actively in the school community and maintains positive and productive relationships with colleagues.				
4e. Uses an organized system for maintaining accurate records. Records are transferable.				
4f. Displays honesty and respects norms of confidentiality.				

Forest Lake Area Schools Observation Rating Form

Occupational Therapist or Physical Therapist

Name _____ Observer _____ Observation # _____ Date _____

Rating Key: Unsatisfactory, Basic, Proficient, Distinguished	U	B	P	D
Domain 1: Planning & Preparation				
1a. Displays solid content knowledge and practices that reflect current research and best practice but does not anticipate student difficulties.				
1b. Displays understanding of typical student differences and recognizes the value of this knowledge.				
1c. Goals are valuable, connected to the normal motor/sensory development, clearly stated, suitable for each student's needs, involve several modalities and display opportunities for integration.				
1d. Is fully aware of building and district resources and displays knowledge of how to gain necessary access.				
1e. Activities are suitable for students, supported by appropriate materials, and show consistent organization.				
1f. Evaluation methods are clear, assess most goals, and there is evidence that the results are used to plan for both individuals and groups.				
Domain 2: Environment				
2a. Interactions display appropriate warmth and caring. Therapist maintains appropriate boundaries at all times. Students display respect for the therapist. Student interactions display respect and politeness.				
2b. Conveys consistent enthusiasm for the subject, students appear to accept the challenge to complete high quality Work, and there is an environment of high expectation for student achievement.				
2c. There is organization, smooth transition, orderliness in the classroom, and all students are on task.				
2d. There are clear expectations. The therapist is alert to all behavior. Incidents are dealt with in a dignified manner, or student behavior is appropriate.				
2e. The classroom is safe and arrangement enhances the lesson and use of equipment				
Domain 3: Delivery of Service				
3a. Instructional goals are clearly stated and the use of language is correct and appropriate for learners.				
3b. Displays high quality questioning and discussion skills that engage all participants.				
3c. The lesson, activities, and content are appropriate and their structure succeeds in engaging students and meeting IEP goals and objectives.				
3d. Feedback is of consistent high quality and is provided in a timely manner to all students.				
3e. Monitors and adjusts, seizes the moment to enhance learning, shows persistence With individual students, and uses a repertoire of strategies.				
Domain 4: Professionalism				
4a. Accurately reflects on practice and is cognizant of areas of strength and areas for improvement.				
4b. Actively seeks out and engages in professional development.				
4c. Responds to and initiates collaborative efforts of colleagues and administration within the district.				
4d. Participates actively in the school community and maintains positive and productive relationships with colleagues.				
4e. Uses an organized system for maintaining accurate records. Records are transferable.				
4f. Displays honesty and respects norms of confidentiality.				

Forest Lake Area Schools Observation Rating Form
Peer Coach/Q Comp Coordinator

Name _____ Observer _____ Observation # _____ Date _____

Rating Key: Unsatisfactory, Basic, Proficient, Distinguished	U	B	P	D
Domain 1: Planning and Preparation				
1a. Demonstrates thorough knowledge in specialty area and trends in professional development.				
1b. Demonstrates thorough knowledge of the district's Q Comp program.				
1c. Goals for the instructional support program are clear and suitable to the situation and the needs of the staff.				
1d. Is fully aware of resources available in the district for teachers to advance their skills.				
1e. Has knowledge of differentiated coaching methods, and applies this knowledge adequately in planning and preparation.				
1f. Has developed a number of solid strategies to help staff in reflection, decision-making, and problem solving for professional interactions and future planning.				
Domain 2: Environment				
2a. Relationships with teachers are open and respectful, with some contacts initiated by teachers.				
2b. Promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.				
2c. Staff clearly understands the procedures for gaining support from the Peer Coach/Q Comp Coordinator.				
2d. Is available and responsive to the needs of the staff.				
2e. Is engaged throughout the lesson and documents observation evidence.				
Domain 3: Delivery of Service				
3a. Oral and written language is clear, concise, and consistent.				
3b. Uses a good number of strategies to help staff in reflection, decision-making, and problem solving for professional interactions and future planning.				
3c. Uses a method of scheduling that best meets the needs of the staff.				
3d. Collects accurate data during classroom observation. The data relates to observation focus.				
3e. Provides differentiated coaching support to teachers that is accurate, current, and meets the needs of staff.				
Domain 4: Professionalism				
4a. Accurately reflects on practice and is cognizant of areas of strength and areas for improvement.				
4b. Actively seeks out and engages in professional development.				
4c. Responds to and initiates collaborative efforts of colleagues and administration within the district.				
4d. Participates actively in the school community and maintains positive and productive relationships with colleagues.				
4e. Uses an organized system for maintaining accurate records. Records are transferable.				
4f. Displays honesty and respects norms of confidentiality.				

Forest Lake Area Schools Observation Rating Form

Physical Education Teacher

Name _____ Observer _____ Observation # _____ Date _____

Rating Key: Unsatisfactory, Basic, Proficient, Distinguished	U	B	P	D
Domain 1: Planning & Preparation				
1a. Plan displays solid content knowledge and pedagogical practices that reflect current research and best practice and anticipates some student misconceptions.				
1b. Plan displays understanding of individual student differences and the plan reflects this knowledge.				
1c. Goals are valuable, connected to standards, measurable, relevant to students' lives, involve several types of learning, and communicates importance of goal in plan.				
1d. Is fully aware of curriculum and standards, uses building and district resources and displays knowledge of how to gain necessary access.				
1e. Activities are suitable for students, connected to standards, supported by appropriate materials, and show consistent organization.				
1f. Assessment methods are clear, assess most goals, and there is evidence the results are used to plan for both individuals and groups.				
Domain 2: Environment				
2a. Interactions display appropriate warmth and caring. Teacher maintains appropriate boundaries at all times. Students display respect for the teacher. Student interactions display respect and politeness.				
2b. Conveys consistent enthusiasm for the content and standards, students appear to accept the challenge to complete high quality work, and there is an environment of high expectation for student achievement.				
2c. There is organization, smooth transition, orderliness in the classroom, and all students are on task.				
2d. There are clear standards. The teacher is alert to all behavior. Incidents are dealt with in a dignified manner, or student behavior is appropriate.				
2e. The classroom is safe and arrangement enhances the lesson and use of equipment.				
Domain 3: Instruction				
3a. Instructional goals and assessment procedures are clearly stated and appropriate, Teacher's use of grammar/language is correct.				
3b. Displays high quality questioning skills that demonstrate student understanding of strategies and rules of activities.				
3c. The lesson, activities, and content are appropriate and their structure succeeds in engaging students.				
3d. Feedback is consistent, provided in a timely manner to all students, and when appropriate teacher utilizes opportunities for more specific feedback.				
3e. Adjusts the lesson if needed, uses more than one strategy, and accommodates students.				
Domain 4: Professionalism				
4a. Accurately reflects on practice and is cognizant of areas of strength and areas for improvement.				
4b. Actively seeks out and engages in professional development.				
4c. Responds to and initiates collaborative efforts of colleagues and administration within the district.				
4d. Participates actively in the school community and maintains positive and productive relationships with colleagues.				
4e. Uses an organized system for maintaining accurate records. Records are transferable.				
4f. Displays honesty and respects norms of confidentiality.				

Forest Lake Area Schools Observation Rating Form

Psychologist or Social Worker

Name _____ Observer _____ Observation # _____ Date _____

Rating Key: Unsatisfactory, Basic, Proficient, Distinguished	U	B	P	D
Domain 1: Content Knowledge				
1a. Displays content knowledge and practices that reflect current research and best practice in social and emotional development.				
1b. Displays thorough understanding of the need to balance emotional and academic needs of the student and recognizes that they are in a position to influence this balance.				
1c. Displays a thorough knowledge of best practice strategies, how to use appropriate engagement skills, questioning and discussion techniques to facilitate the group process and uses curriculum that is relevant.				
1d. Aware of the community resources and policies, demonstrates a thorough understanding of the referral process and is able to coordinate an appropriate referral independently.				
1e. Is active when crises occur, displaying thorough knowledge of appropriate crises strategies, actively contributes to problem solving and post-crisis planning.				
1f. Evaluation methods are clear, assess most goals, and there is evidence that the results are used in planning to help student progress toward goals.				
Domain 2: Environment				
2a. Interactions display appropriate warmth and caring. Social worker/psychologist maintains appropriate boundaries at all times. Student response displays respect and politeness.				
2b. A learning culture is consistently maintained; students display generally positive attitude toward working with the Social Worker/Psychologist.				
2c. Is flexible and responsive to providing opportunities for student mastery of individual goals.				
2d. There are clear expectations. The Social Worker/Psychologist is alert and incidents are dealt with respectfully, or student behavior is appropriate.				
2e. The students display minimal respect for each other and for the Social Worker/Psychologist. The Social Worker/Psychologist fosters a respectful interaction.				
Domain 3: Delivery of Service				
3a. Expectations are clearly communicated to students and provides clear, concise feedback.				
3b. Provides frequent information to parents and has found successful approaches beyond the minimum expected.				
3c. Provides information to staff about interpersonal and social skill development in general and for specific students.				
3d. Actively serves students and works well with a team of providers.				
3e. Clearly describes how intervention strategies met their goals by giving examples and specifics, and describes how adjustments will be made for the future.				
Domain 4: Professionalism				
4a. Accurately reflects on practice and is cognizant of areas of strength and areas for improvement.				
4b. Actively seeks out and engages in professional development.				
4c. Responds to and initiates collaborative efforts of colleagues and administration within the district.				
4d. Participates actively in the school community and maintains positive and productive relationships with colleagues.				
4e. Uses an organized system for maintaining accurate records. Records are transferable.				
4f. Displays honesty and respects norms of confidentiality.				

Forest Lake Area Schools Observation Rating Form
Special Education Teacher

Name _____ Observer _____ Observation # _____ Date _____

Rating Key: Unsatisfactory, Basic, Proficient, Distinguished	U	B	P	D
Domain 1: Planning and Preparation				
1a. Displays knowledge of best practice and anticipates student misconceptions/problems in curriculum and/or social situations and develops appropriate interventions, accommodations and/or modifications for students with disabilities.				
1b. Displays knowledge of students' independent skills and abilities and adapts curriculum to meet needs.				
1c. Objectives are valuable in their level of expectations, conceptual understanding, and importance to learning and reflect an understanding of the students' disabilities and IEP goals.				
1d. Is fully aware of resources available through the school or district and knows how to gain access for students and families. Students' IEP documents appropriate services.				
1e. Activities are suitable for students, connected to standards, supported by appropriate materials, and show consistent organization.				
1f. Assessment criteria and standards are clear and have been clearly communicated to students and families. The method of assessment is aligned to the instructional objectives in the IEP.				
Domain 2: Environment				
2a. Interactions display appropriate warmth and caring. Teacher maintains appropriate boundaries at all times. Students display respect for the teacher. Student interactions display respect and politeness.				
2b. Conveys consistent enthusiasm for the content and standards. Students appear to accept the challenge to complete high quality work, and there is an environment of high expectation for student achievement				
2c. There is organization, smooth transition, orderliness in the classroom, and all students are on task.				
2d. There are clear standards. The teacher is alert to all behavior. Incidents are dealt with in a dignified manner, or student behavior is appropriate.				
2e. The classroom is safe and arrangement enhances the lesson and use of equipment				
Domain 3: Instruction				
3a. Instructional goals and assessment procedures are clearly stated and appropriate. Use of content vocabulary is correct and appropriate.				
3b. Displays high quality questioning skills that generate classroom discussion engaging all students.				
3c. The lesson, activities, and content are appropriate and their structure succeeds in engaging students.				
3d. Feedback is consistent, provided in a timely manner to all students, and when appropriate teacher utilizes opportunities for more specific feedback.				
3e. Adjusts the lesson if needed, uses more than one strategy, and accommodates students.				
Domain 4: Professionalism				
4a. Accurately reflects on practice and is cognizant of areas of strength and areas for improvement.				
4b. Actively seeks out and engages in professional development.				
4c. Responds to and initiates collaborative efforts of colleagues and administration within the district.				
4d. Participates actively in the school community and maintains positive and productive relationships with colleagues.				
4e. Uses an organized system for maintaining accurate records. Records are transferable.				
4f. Displays honesty and respects norms of confidentiality.				

Forest Lake Area Schools Observation Rating Form
Speech Language Pathologist

Name _____ Observer _____ Observation # _____ Date _____

Rating Key: Unsatisfactory, Basic, Proficient, Distinguished	U	B	P	D
Domain 1: Planning & Preparation				
1a. Displays solid content knowledge and practices that reflect current research and best practice but does not anticipate student difficulties.				
1b. Displays understanding of typical student differences and recognizes the value of this knowledge.				
1c. Goals are valuable, connected to the normal motor/sensory development, clearly stated, suitable for each student's needs, involve several modalities and display opportunities for integration.				
1d. Is fully aware of building and district resources and displays knowledge of how to gain necessary access.				
1e. Activities are suitable for students, supported by appropriate materials, and show consistent organization.				
1f. Evaluation methods are clear, assess most goals, and there is evidence that the results are used to plan for both individuals and groups.				
Domain 2: Environment				
2a. Interactions display appropriate warmth and caring. SLP maintains appropriate boundaries at all times Student interactions display respect and politeness.				
2b. Conveys consistent enthusiasm for working with the students, students appear to accept the challenge to put effort into their work, and there is an environment of high expectation for student achievement.				
2c. There is organization, smooth transition, orderliness in the classroom, good time management, and all students are on task.				
2d. There are clear expectations. The SLP is alert and incidents are dealt with respectfully, or student behavior is appropriate.				
2e. The environment is safe and arrangement enhances the lesson and use of equipment.				
Domain 3: Delivery of Service				
3a. Instructional goals are clearly stated and use of the language is correct and appropriate for learners.				
3b. Displays high quality questioning and discussion skills that engage all participants.				
3c. The lesson, activities, and content are appropriate and their structure succeeds in engaging students and meeting IEP goals and objectives.				
3d. Feedback is of consistent high quality and is provided in a timely manner to all students.				
3e. Monitors and adjusts, seizes the moment to enhance learning, shows persistence with individual students, and uses a repertoire of strategies.				
Domain 4: Professionalism				
4a. Accurately reflects on practice and is cognizant of areas of strength and areas for improvement.				
4b. Actively seeks out and engages in professional development.				
4c. Responds to and initiates collaborative efforts of colleagues and administration within the district.				
4d. Participates actively in the school community and maintains positive and productive relationships with colleagues.				
4e. Uses an organized system for maintaining accurate records. Records are transferable.				
4f. Displays honesty and respects norms of confidentiality.				

Forest Lake Area Schools Rubric for CLASSROOM TEACHERS

(As defined in the Charlotte Danielson's "Enhancing Professional Practice: A Framework for Teaching")

U=Unsatisfactory B=Basic P=Proficient/Professional D=Distinguished

DOMAIN 1: PLANNING AND PREPARATION

1a: Demonstrating Knowledge of Content Pedagogy (Including Appropriate Educational Technologies)

- U Plan makes content errors or displays little understanding of pedagogical issues involved in student learning.
- B Plan displays basic content and pedagogical knowledge but cannot articulate connections or anticipate student misconceptions.
- P Plan displays solid content knowledge and pedagogical practices that reflect current research and best practice and anticipates some student misconceptions.
- D Plan displays solid content knowledge and pedagogical practices that reflect current research and best practice and anticipates student misconceptions.

1b: Demonstrating Knowledge of Students

- U Plan displays minimal knowledge of developmental age groups, learning styles, intelligences, student interests, or cultural heritage and does not indicate that such knowledge is valuable.
- B Plan displays generally some accurate knowledge of student differences but displays this for the class only as a whole.
- P Plan displays understanding of individual student differences and the plan reflects this knowledge.
- D Plan displays a thorough understanding of student differences and exceptionalities, and instructional planning reflects differentiated activities to address individual student needs.

1c: Selecting Instructional Goals (Including Appropriate Educational Technologies)

- U Goals are either unclear, unconnected to local standards, lack viable measurement, are not suitable for the class, or reflect only one type of learning.
- B Goals are moderately valuable, connected to standards, measurable, relevant to students' lives, but teacher is unable to communicate importance of goal.
- P Goals are valuable, connected to standards, measurable, relevant to students' lives, involve several types of learning, and communicate importance of goal in plan.
- D Goals are valuable, connected to standards, measurable, establish high expectations, relevant to students' lives, communicate importance of goal in plan, and reflect integration within or across the disciplines.

1d: Demonstrating Knowledge of Resources and Available Educational Technologies

- U Is unaware of curriculum and standards, or of building and District resources for teaching and assisting students.
- B Displays limited understanding of the curriculum and standards, or of building and District resources.
- P Is fully aware of curriculum and standards, uses building and District resources and displays knowledge of how to gain necessary access.
- D Actively enhances the curriculum and standards by utilizing building, District, and community resources.

1e: Designing Coherent Instruction

- U Learning activities are either not suitable for students, fail to connect to local and state standards, are unsupported by materials, make poor use of time, or are chaotic in structure.
- B Some activities are either unsuitable for students, uneven in progression, only partially connected to standards, or had a lapse in structure maintenance.
- P Activities are suitable for students, connected to standards, supported by appropriate materials, and show consistent organization.
- D Learning activities are highly relevant, student active, and maintain organization while allowing student choice.

1f: Assessing Student Learning

- U Content and methods of assessment lack congruence with instructional goals or local standards, lack quality standards, and appear not to be used in planning.
- B Assessment methods are not clear, assess only some instructional goals, or are used to plan for the class as a whole

only.

- P Assessment methods are clear, assess most goals, and there is evidence the results are used to plan for both individuals and groups.
- D Assessment methods (rubrics, percentages, grades) are clear and will be communicated to students, are congruent with goals, and are used to help student progress toward standards.

DOMAIN 2: ENVIRONMENT

2a: Creating an Environment of Respect and Rapport

- U Interactions with at least some students is negative or inappropriate, or students display disrespect for the teacher, or the classroom is characterized by conflict or inappropriate interactions.
- B Interactions are generally appropriate with occasional inconsistencies, or students exhibit only minimal respect for the teacher, or there are no serious incidents of negative behavior among students.
- P Interactions display appropriate warmth and caring. Maintains appropriate boundaries at all times. Students display respect for the teacher. Student interactions display respect and politeness.
- D Interactions display genuine caring and respect for students as individuals. Students demonstrate respect beyond that expected for a teacher. Students also show respect and care for each other.

2b: Establishing A Culture for Learning (Including Appropriate Educational Technologies)

- U Negative attitude is displayed toward the content or standards, there is lack of pride in the work and a general environment of modest expectation for student achievement.
- B Communicates inconsistent attitude or value for content or standards. Students invest little energy in the quality of their work, and expectations for student achievement are inconsistent.
- P Conveys consistent enthusiasm for the content and standards, students appear to accept the challenge to complete high quality work, and there is an environment of high expectation for student achievement.
- D Students display extraordinary enthusiasm for the content, show initiative and take pride in their work, and willingly participate in an environment with high expectations for all.

2c: Managing Classroom Procedures

- U There is general management inefficiency, lack of transitions, and many students who are off task for significant periods of time.
- B There is moderate organization and transition of activities, and some examples of students off task.
- P There is organization, smooth transition, orderliness in the classroom, and all students are on task.
- D There is a smooth, systematic flow present even when groups are working independently. There is evidence that students are self-directed and demonstrate responsibility, understanding, and respect for classroom operation.

2d: Managing Student Behavior

- U Standards have not been established, or there is a general lack of monitoring and response to inappropriate behaviors.
- B Standards are present, but seem to be unclear to students or are inconsistently enforced, or no serious behaviors were displayed.
- P There are clear standards. The teacher is alert to all behavior. Incidents are dealt with in a dignified manner, or student behavior is appropriate.
- D Standards are clear and appear to have been developed in collaboration with students. Individual needs are addressed in a respectful and preventative manner. There is a general environment of students being self-monitored and on-task.

2e: Organizing Students Within the Physical Space (Including Appropriate Educational Technologies)

- U The classroom contains safety issues, or is arranged in a manner that is not suited to instructional goals or the use of equipment, or restricts the participation of some students.
- B The classroom is safe, but arrangement limits the effectiveness of lessons or the use of equipment, or restricts the participation of some students.
- P The classroom is safe and arrangement enhances the lesson and use of equipment.
- D The classroom is safe and there is skillful arrangement of the room that meets the individual needs of students, and maximizes the possibility that the lesson objectives are met.

DOMAIN 3: INSTRUCTION

3a: Communicating Clearly and Accurately (Including Appropriate Educational Technologies)

- U Goals are confusing or use of the language is below standards.
- B Is able to clarify initial confusions, but use of the language may be limited or inappropriate for the students' level of understanding.
- P Instructional goals and assessment procedures are clearly stated and appropriate. Use of content vocabulary is correct and appropriate.
- D Clearly states goals and assessment procedures, anticipate students' misunderstandings, and the language enriches the lesson.

3b: Using Questioning and Discussion Techniques

- U Questioning skills are not effective, or the approach results in mere recitation, or the approach ignores many students in the class.
- B Questions promote some discussion, attempt to engage all students but are limited in results.
- P Displays high quality questioning skills that generate classroom discussion engaging all students.
- D Questions draw students into discussion in a manner that elicits student reflection and challenges deeper student engagement.

3c: Engaging Students in Learning (Including Appropriate Educational Technologies)

- U The lesson, activities, or content are poorly structured, fail to engage students in local standards, are unsuitable for the age group, or fail to engage learners.
- B The lesson, activities, or content are inconsistent and their structure only partially engages students.
- P The lesson, activities, and content are appropriate and their structure succeeds in engaging students.
- D The lesson, activities, and content link well to students' previous learning, engage all students, and provide options for student initiative and/or choices.

3d: Providing Feedback to Students

- U Feedback is not provided, is ineffective, does not help students monitor progress toward standards, or is not provided in a timely manner.
- B Feedback is of inconsistent quality, and/or lacks timeliness.
- P Feedback is consistent, provided in a timely manner to all students, and when appropriate teacher utilizes opportunities for more specific feedback.
- D Feedback is accurate, constructive, substantive, specific, timely, and provided in a manner that promotes students' learning.

3e: Demonstrating Flexibility and Responsiveness

- U Adheres rigidly to a plan, ignores students' questions or interests, and appears to give up on students.
- B Attempts to adjust lessons or to accommodate students, but seems limited in strategies or is not effective in outcomes.
- P Adjusts the lesson if needed, uses more than one strategy, and accommodates students.
- D Monitors and adjusts, seizes the moment to enhance learning, shows persistence with individual students, and uses a repertoire of strategies.

DOMAIN 4: PROFESSIONALISM

4a: Reflects on Practice and Strives for Professional Growth

- U Does not reflect on practice, or the reflections are inaccurate.
- B Is inconsistent in reflecting on practice, or sometimes inaccurate.
- P Accurately reflects on practice, citing some positive and negative characteristics.
- D Is highly accurate and perceptive in reflecting on practice, citing several strategies to improve practice.

4b: Actively Engages in Professional Development

- U Does not engage in professional development to enhance knowledge or skills.
- B Engages in required professional development.
- P Seeks out opportunities for professional development based on individual need.
- D Seeks out multiple opportunities for professional development and finds ways to share new knowledge with others.

4c: Works Cooperatively with Colleagues and Administration

- U Makes minimal effort to collaborate with colleagues and administration within the district.
- B Responds to collaborative efforts of colleagues and administration within the district.
- P Responds to and initiates collaborative efforts of colleagues and administration within the district.
- D Takes a leadership role in creating collaborative efforts of colleagues and administration within, and beyond, the district.

4d: Contributes to School Community

- U Relationships with colleagues are negative, and teacher avoids being involved in the school community.
- B Relationships with colleagues are cordial, and teacher participates in the school community when asked to do so.
- P Participates actively in the school community and maintains positive and productive relationships with colleagues.
- D Makes a substantial contribution to the school community and assumes a leadership role with colleagues.

4e: Maintains accurate records and adequate documentation

- U Uses no clear system for maintaining accurate records. Records are not transferable.
- B Uses a partially effective system for maintaining accurate records. With explanation, records are transferable.
- P Uses an organized system for maintaining accurate records. Records are transferable.
- D Uses a highly organized and detailed system for maintaining accurate records. Records are transferable and clearly understood.

4f: Demonstrates ethical and professional behavior

- U Displays dishonesty or violates confidentiality norms.
- B Is honest in interactions and occasionally breaks confidentiality norms.
- P Displays honesty and respects norms of confidentiality.
- D Holds high standards of honesty and integrity, and respects all norms of confidentiality.

Forest Lake Area Schools Rubric for GUIDANCE COUNSELOR or DEAN
(As defined in the Charlotte Danielson's "Enhancing Professional Practice: A Framework for Teaching")
U=Unsatisfactory B=Basic P=Proficient/Professional D=Distinguished

DOMAIN 1: CONTENT KNOWLEDGE

1a: Knowledge of Students

- U Displays minimal knowledge of developmental age groups, learning styles, intelligences, individual student interests, or cultural heritage.
- B Displays general knowledge of how groups of student vary.
- P Possesses a clear understanding of students and uses knowledge to assist individuals.
- D Possesses a deep understanding of students and tailors services to individual needs.

1b: Understands and Balances the Emotional and Academic Needs of Students

- U Displays minimal knowledge of the necessity to balance emotional and academic needs of the student and does not indicate that such balance is valuable to the student.
- B Displays generally accurate knowledge of the need to balance emotional and academic needs of the student but displays this for the program only as a whole.
- P Displays thorough understanding of the need to balance emotional and academic needs of the student and recognizes that they are in a position to influence this balance.
- D Displays thorough understanding of the need to balance emotional and academic needs of the student and the extent to which lack of balance can negatively impact students; uses their influence to facilitate this balance for students.

1c: Knowledge of Best Practice Strategies

- U Displays minimal knowledge of best practice strategies, how to use appropriate engagement skills, questioning and discussion techniques to facilitate the group process and does not use relevant curriculum.
- B Displays moderate knowledge of best practice strategies, how to use appropriate engagement skills, questioning and discussion techniques to facilitate the group process and uses curriculum that is somewhat relevant.
- P Displays a thorough knowledge of best practice strategies, how to use appropriate engagement skills, questioning and discussion techniques to facilitate the group process and uses curriculum that is relevant.
- D Displays an exceptional knowledge of best practice strategies, how to use appropriate engagement skills, questioning and discussion techniques to facilitate the group process and uses the most relevant, current curriculum.

1d: Knowledge of District and Community Resources to Assist Families

- U Unaware of community resources and policies and demonstrates a limited or inaccurate understanding of the referral process.
- B Minimally aware of community resources and policies, demonstrates a limited understanding of the referral process and is unable to coordinate an appropriate referral independently.
- P Aware of the community resources and policies, demonstrates a thorough understanding of the referral process and is able to coordinate an appropriate referral independently.
- D Highly knowledgeable of the community resources and referral processes and provides leadership to other staff members in coordinating an appropriate referral.

1e: Knowledge of Problem Solving Skills and Appropriate Crises Strategies.

- U Displays lack of knowledge of appropriate crises strategies.
- B Displays some knowledge of appropriate crises strategies and problem solving skills.
- P Displays thorough knowledge of appropriate crises strategies and problem solving skills.
- D Displays thorough knowledge of appropriate crises strategies and problem solving skills; is able to apply knowledge to new situations.

1f: Knowledge of Testing and Interpreting Data

- U Displays a lack of testing knowledge, misinterprets or fails to use data, or fails to use available technology.
- B Displays limited/novice testing knowledge, or makes limited or novice use of data and technology.

- P Displays thorough testing knowledge and skilled use of data and technology.
- D Displays deep testing knowledge and is exceptionally resourceful with data and technology.

DOMAIN 2: ENVIRONMENT

2a: Creating an Environment of Respect and Rapport

- U Has caused conflict or displayed negative or inappropriate interactions with individuals or families.
- B Interactions are generally appropriate and respectful of those receiving services.
- P Interactions display warmth and caring within the appropriate boundaries.
- D Displays deep knowledge of interpersonal relationship building and provision of services.

2b: Managing Time, Priorities and Flexibility

- U Has displayed time management issues, been unsuccessful with priorities or emergency situations, or has repeatedly shown inflexibility.
- B Displays general skills of time management, priority setting, handling emergencies, and flexibility.
- P Displays thorough competencies with time management, priority setting, handling emergencies, and flexibility.
- D Is highly resourceful in managing time, priorities, emergencies, while remaining flexible.

2c: Demonstrates Flexibility

- U Is inflexible and unresponsive to providing opportunities for supporting students.
- B Is somewhat flexible and responsive to providing opportunities for supporting students.
- P Is flexible and responsive to providing opportunities for supporting students.
- D Demonstrates high degree of flexibility and responsiveness to providing opportunities for supporting students.

2d: Managing Student Behavior

- U Expectations have not been established, or there is a general lack of monitoring and response to inappropriate behaviors.
- B Expectations are present but seem to be unclear to students or are inconsistently enforced, or no serious behaviors were displayed.
- P Expectations are clear; student behavior is appropriate and incidents are dealt with respectfully.
- D Expectations are clear and appear to have been developed in collaboration with students. Mutual trust and respect are evident in the environment.

2e: Cooperative Relationships & Communication with Parents/Guardians

- U Has repeated failures in establishing relationships with parents, or in maintaining adequate school to home communication.
- B Displays general skill in relationship building and communication.
- P Builds productive relationships and communicates effectively.
- D Initiates highly skilled, proactive relationship building and informative communication.

DOMAIN 3: DELIVERY OF SERVICE

3a: Interviewing and Decision Making

- U Misses important information in counseling interviews or fails to make appropriate counseling decisions.
- B Displays general skill in collecting information from students and parents by which to make counseling decisions.
- P Is skilled in collecting important information from interviews and makes counseling decisions.
- D Displays high competence with interviewing and counseling decision-making.

3b: Maintaining Ongoing Communication with Parents

- U Makes little effort to communicate, communicates insensitively, or does not respond to parents.
- B Adheres to required policy but does not exceed minimum expectations.
- P Provides frequent information to parents and has found successful approaches beyond the minimum expected.
- D Demonstrates an organized, successful parent communication process that involves students, displays sensitivity for

families, and involves families in instructional activities.

3c: Guiding Students to Assess Strengths and Weaknesses

- U Has not succeeded in helping students see their personal strengths and weaknesses.
- B Has displayed general skills in helping students do self-assessment.
- P Is skilled in helping students do self-assessment and recognizes the best times to do so.
- D Is thoroughly skilled and has empowered students to proactively engage in this process.

3d: Proactively Takes a Leadership Role in Advocating for Students and Families

- U Pays little attention to student needs or has ill served the needs of some students, or seems to lack professional consideration.
- B Attempts to serve students are inconsistent and seemed based on limited though genuinely professional considerations.
- P Actively serves students and works well with a team of providers.
- D Proactive in serving the needs of all students or has taken a leadership role to advocate for students.

3e: Connecting Students to District and Community Services

- U Does not recognize the nature of student needs or is unaware of viable service options.
- B Displays general awareness of student needs and is aware of some service options.
- P Is skilled in recognizing student needs and connects students to appropriate options.
- D Is thoroughly skilled in needs recognition and referrals, and has helped to establish new service options for students.

DOMAIN 4: PROFESSIONALISM

4a: Reflects on Practice and Strives for Professional Growth

- U Does not reflect on practice, or the reflections are inaccurate.
- B Is inconsistent in reflecting on practice, or sometimes inaccurate.
- P Accurately reflects on practice, citing some positive and negative characteristics.
- D Is highly accurate and perceptive in reflecting on practice, citing several strategies to improve practice.

4b: Actively Engages in Professional Development

- U Does not engage in professional development to enhance knowledge or skills.
- B Engages in required professional development.
- P Seeks out opportunities for professional development based on individual need.
- D Seeks out multiple opportunities for professional development and finds ways to share new knowledge with others.

4c: Works Cooperatively with Colleagues and Administration

- U Makes minimal effort to collaborate with colleagues and administration within the district.
- B Responds to collaborative efforts of colleagues and administration within the district.
- P Responds to and initiates collaborative efforts of colleagues and administration within the district.
- D Takes a leadership role in creating collaborative efforts of colleagues and administration within, and beyond, the district.

4d: Contributes to School Community

- U Relationships with colleagues are negative, and teacher avoids being involved in the school community.
- B Relationships with colleagues are cordial, and teacher participates in the school community when asked to do so.
- P Participates actively in the school community and maintains positive and productive relationships with colleagues.
- D Makes a substantial contribution to the school community and assumes a leadership role with colleagues.

4e: Maintains accurate records and adequate documentation

- U Uses no clear system for maintaining accurate records. Records are not transferable.
- B Uses a partially effective system for maintaining accurate records. With explanation, records are transferable.
- P Uses an organized system for maintaining accurate records. Records are transferable.

- D Uses a highly organized and detailed system for maintaining accurate records. Records are transferable and clearly understood.

4f: Demonstrates ethical and professional behavior

- U Displays dishonesty or violates confidentiality norms.
- B Is honest in interactions and occasionally breaks confidentiality norms.
- P Displays honesty and respects norms of confidentiality.
- D Holds high standards of honesty and integrity, and respects all norms of confidentiality.

Forest Lake Area Schools Rubric for ECFE PARENT EDUCATORS

(As defined in the Charlotte Danielson's "Enhancing Professional Practice: A Framework for Teaching")

U=Unsatisfactory B=Basic P=Proficient/Professional D=Distinguished

DOMAIN 1: PLANNING AND PREPARATION

1a: Demonstrating Knowledge of Content Pedagogy (Including Appropriate Educational Technologies)

- U Plan makes content errors or displays little understanding of pedagogical issues involved in parent learning.
- B Plan displays basic content and pedagogical knowledge but cannot articulate connections or anticipate parent misconceptions.
- P Plan displays solid content knowledge and pedagogical practices that reflect current research and best practice and anticipates some parent misconceptions.
- D Plan displays solid content knowledge and pedagogical practices that reflect current research and best practice and anticipates parent misconceptions.

1b: Demonstrating Knowledge of Parents

- U Plan displays minimal knowledge of developmental age groups, learning styles, intelligences, parent interests, or cultural heritage and does not indicate that such knowledge is valuable.
- B Plan displays generally some accurate knowledge of parent differences but displays this for the class only as a whole.
- P Plan displays understanding of individual parent differences and the plan reflects this knowledge.
- D Plan displays a thorough understanding of parent differences and exceptionalities, and instructional planning reflects differentiated activities to address individual parent needs.

1c: Selecting Instructional Goals (Including Appropriate Educational Technologies)

- U Goals are either unclear, unconnected to local standards, lack viable measurement, are not suitable for the class, or reflect only one type of learning.
- B Goals are moderately valuable, connected to standards, measurable, relevant to parents' lives, but teacher is unable to communicate importance of goal.
- P Goals are valuable, connected to standards, measurable, relevant to parents' lives, involve several types of learning, and communicate importance of goal in plan.
- D Goals are valuable, connected to standards, measurable, establish high expectations, relevant to parents' lives, communicate importance of goal in plan, and reflect integration within or across the disciplines.

1d: Demonstrating Knowledge of Resources and Available Educational Technologies

- U Is unaware of curriculum and standards, or of building and District resources for teaching and assisting parents.
- B Displays limited understanding of the curriculum and standards, or of building and District resources.
- P Is fully aware of curriculum and standards, uses building and District resources and displays knowledge of how to gain necessary access.
- D Actively enhances the curriculum and standards by utilizing building, District, and community resources.

1e: Designing Coherent Instruction

- U Learning activities are either not suitable for parents, fail to connect to local and state standards, are unsupported by materials, make poor use of time, or are chaotic in structure.
- B Some activities are either unsuitable for parents, uneven in progression, only partially connected to standards, or had a lapse in structure maintenance.
- P Activities are suitable for parents, connected to standards, supported by appropriate materials, and show consistent organization.
- D Learning activities are highly relevant, parent active, and maintain organization while allowing parent choice.

1f: Assessing Parent Learning

- U Content and methods of assessment lack congruence with instructional goals or local standards, lack quality standards, and appear not to be used in planning.
- B Assessment methods are not clear, assess only some instructional goals, or are used to plan for the class as a whole

only.

- P Assessment methods are clear, assess most goals, and there is evidence the results are used to plan for both individuals and groups.
- D Assessment methods (rubrics, percentages, grades) are clear and will be communicated to parents, are congruent with goals, and are used to help parent progress toward standards.

DOMAIN 2: ENVIRONMENT

2a: Creating an Environment of Respect and Rapport

- U Interactions with at least some parents is negative or inappropriate, or parents display disrespect for the teacher, or the classroom is characterized by conflict or inappropriate interactions.
- B Interactions are generally appropriate with occasional inconsistencies, or parents exhibit only minimal respect for the teacher, or there are no serious incidents of negative behavior among parents.
- P Interactions display appropriate warmth and caring. Teacher maintains appropriate boundaries at all times. Parents display respect for the teacher. Parent interactions display respect and politeness.
- D Interactions display genuine caring and respect for parents as individuals. Parents demonstrate respect beyond that expected for a teacher. Parents also show respect and care for each other.

2b: Establishing A Culture for Learning

- U A negative attitude toward the content or is displayed, there is lack of pride in the work and a general environment of modest expectation for parent achievement.
- B Communicates inconsistent attitude or value for content or standards. Parents invest little energy in the quality of their work, and expectations for parent achievement are inconsistent.
- P Conveys consistent enthusiasm for the content and standards, parents appear to accept the challenge to complete high quality work, and there is an environment of high expectation for parent achievement.
- D Parents display extraordinary enthusiasm for the content, show initiative and take pride in their work, and willingly participate in an environment with high expectations for all.

2c: Managing Classroom Procedures

- U There is general management inefficiency, lack of transitions, and many parents who are off task for significant periods of time.
- B There is moderate organization and transition of activities, and some examples of parents off task.
- P There is organization, smooth transition, orderliness in the classroom, and all parents are on task.
- D There is a smooth, systematic flow present even when groups are working independently. There is evidence that parents are self-directed and demonstrate responsibility, understanding, and respect for classroom operation.

2d: Managing Parent Behavior

- U Standards have not been established, or there is a general lack of monitoring and response to inappropriate behaviors.
- B Standards are present, but seem to be unclear to parents or are inconsistently enforced, or no serious behaviors were displayed.
- P There are clear standards. The teacher is alert to all behavior. Incidents are dealt with in a dignified manner, or parent behavior is appropriate.
- D Standards are clear and appear to have been developed in collaboration with parents. Individual needs are addressed in a respectful and preventative manner. There is a general environment of parents being self-monitored and on-task.

2e: Organizing Parents Within the Physical Space (Including Appropriate Educational Technologies)

- U The classroom contains safety issues, or is arranged in a manner that is not suited to instructional goals or the use of equipment, or restricts the participation of some parents.
- B The classroom is safe, but arrangement limits the effectiveness of lessons or the use of equipment, or restricts the participation of some parents.
- P The classroom is safe and arrangement enhances the lesson and use of equipment.
- D The classroom is safe and there is skillful arrangement of the room that meets the individual needs of parents, and maximizes the possibility that the lesson objectives are met.

DOMAIN 3: INSTRUCTION

3a: Communicating Clearly and Accurately (Including Appropriate Educational Technologies)

- U Goals are confusing or use of the language is below standards.
- B Is able to clarify initial confusions, but use of the language may be limited or inappropriate for the parents' level of understanding.
- P Instructional goals and assessment procedures are clearly stated and appropriate. Teacher's use of grammar/language is correct.
- D Clearly states goals and assessment procedures, anticipate parents' misunderstandings, and the language enriches the lesson.

3b: Using Questioning and Discussion Techniques

- U Questioning skills are not effective, or the approach results in mere recitation, or the approach ignores many parents in the class.
- B Questions promote some discussion, attempt to engage all parents but are limited in results.
- P Displays high quality questioning skills that generate classroom discussion engaging all parents.
- D Questions draw parents into discussion in a manner that elicits parent reflection and challenges deeper parent engagement.

3c: Engaging Parents in Learning (Including Appropriate Educational Technologies)

- U The lesson, activities, or content are poorly structured, fail to engage parents in local standards, are unsuitable for the age group, or fail to engage learners.
- B The lesson, activities, or content are inconsistent and their structure only partially engages parents.
- P The lesson, activities, and content are appropriate and their structure succeeds in engaging parents.
- D The lesson, activities, and content link well to parents' previous learning, engage all parents, and provide options for parent initiative and/or choices.

3d: Providing Feedback to Parents

- U Feedback is not provided, is ineffective, does not help parents monitor progress toward standards, or is not provided in a timely manner.
- B Feedback is of inconsistent quality, and/or lacks timeliness.
- P Feedback is consistent, provided in a timely manner to all parents, and when appropriate teacher utilizes opportunities for more specific feedback.
- D Feedback is accurate, constructive, substantive, specific, timely, and provided in a manner that promotes parents' learning.

3e: Demonstrating Flexibility and Responsiveness

- U Adheres rigidly to a plan, ignores parents' questions or interests, and appears to give up on parents.
- B Attempts to adjust lessons or to accommodate parents, but seems limited in strategies or is not effective in outcomes.
- P Adjusts the lesson if needed, uses more than one strategy, and accommodates parents.
- D Monitors and adjusts, seizes the moment to enhance learning, shows persistence with individual parents, and uses a repertoire of strategies.

DOMAIN 4: PROFESSIONALISM

4a: Reflects on Practice and Strives for Professional Growth

- U Does not reflect on practice, or the reflections are inaccurate.
- B Is inconsistent in reflecting on practice, or sometimes inaccurate.
- P Accurately reflects on practice, citing some positive and negative characteristics.
- D Is highly accurate and perceptive in reflecting on practice, citing several strategies to improve practice.

4b: Actively Engages in Professional Development

- U Does not engage in professional development to enhance knowledge or skills.
- B Engages in required professional development.
- P Seeks out opportunities for professional development based on individual need.
- D Seeks out multiple opportunities for professional development and finds ways to share new knowledge with others.

4c: Works Cooperatively with Colleagues and Administration

- U Makes minimal effort to collaborate with colleagues and administration within the district.
- B Responds to collaborative efforts of colleagues and administration within the district.
- P Responds to and initiates collaborative efforts of colleagues and administration within the district.
- D Takes a leadership role in creating collaborative efforts of colleagues and administration within, and beyond, the district.

4d: Contributes to School Community

- U Relationships with colleagues are negative, and teacher avoids being involved in the school community.
- B Relationships with colleagues are cordial, and teacher participates in the school community when asked to do so.
- P Participates actively in the school community and maintains positive and productive relationships with colleagues.
- D Makes a substantial contribution to the school community and assumes a leadership role with colleagues.

4e: Maintains accurate records and adequate documentation

- U Uses no clear system for maintaining accurate records. Records are not transferable.
- B Uses a partially effective system for maintaining accurate records. With explanation, records are transferable.
- P Uses an organized system for maintaining accurate records. Records are transferable.
- D Uses a highly organized and detailed system for maintaining accurate records. Records are transferable and clearly understood.

4f: Demonstrates ethical and professional behavior

- U Displays dishonesty or violates confidentiality norms.
- B Is honest in interactions and occasionally breaks confidentiality norms.
- P Displays honesty and respects norms of confidentiality.
- D Holds high standards of honesty and integrity, and respects all norms of confidentiality.

Forest Lake Area Schools Rubric for INSTRUCTIONAL LEADS

(As defined in the Charlotte Danielson's "Enhancing Professional Practice: A Framework for Teaching")

U=Unsatisfactory B=Basic P=Proficient/Professional D=Distinguished

DOMAIN 1: PLANNING AND PREPARATION

1a: Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development

- U Demonstrates little or no familiarity with specialty area or trends in professional development.
- B Demonstrates basic familiarity with specialty area or trends in professional development.
- P Demonstrates thorough knowledge in specialty area and trends in professional development.
- D Knowledge of specialty area and trends in professional development are wide and deep; is regarded as an expert by colleagues.

1b: Demonstrating Knowledge of the District's program and Levels of Teacher Skill in Delivering that Program

- U Demonstrates little or no knowledge of the district's program or teacher skill in delivering that program.
- B Demonstrates basic knowledge of the district's program and of teacher skill in delivering that program.
- P Demonstrates thorough knowledge of the district's program and teacher skill in delivering that program.
- D Is deeply familiar with the district's program and works to shape its future direction and actively seeks information as to teacher skill in that program.

1c: Establishes Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served

- U Has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.
- B Goals are rudimentary and are partially suitable to the situation and the needs of the staff.
- P Goals for the instructional support program are clear and suitable to the situation and the needs of the staff.
- D Goals for the instructional support program are highly appropriate to the situation and the needs of the staff and have been developed following consultations with administrators and colleagues.

1d: Demonstrating Knowledge of Resources, both within and beyond the School and District

- U Demonstrates little or no knowledge of resources available in the district for teachers to advance their skills.
- B Demonstrates basic knowledge of resources available in the district for teachers to advance their skills.
- P Is fully aware of resources available in the district for teachers to advance their skills.
- D Actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the district program.

1e: Planning the Instructional Support Program, integrated with the District and School Program

- U Plan consists of random collection of unrelated activities, lacking coherence or an overall structure.
- B Plan had guiding principles and includes a number of worthwhile activities, but some of them don't fit with the broader goals of the district.
- P Plan is well designed to support teachers in the improvement of their skills.
- D Plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

1f: Developing a Plan to Evaluate the Instructional Support Program

- U Has no plan to evaluate the program or resists suggestions that such an evaluation is important.
- B Has a rudimentary plan to evaluate the instructional support program.
- P Plan to evaluate the instructional support program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.
- D Evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2: ENVIRONMENT

2a: Creating an Environment of Trust and Respect

- U Teachers are reluctant to request assistance, fearing that a request will be treated as a sign of deficiency.
- B Relationships are cordial; teachers don't resist initiatives established by the Instructional Lead.
- P Relationships are respectful, with some contacts initiated by teachers.
- D Relationships are highly respectful and trusting, with many contacts initiated by teachers.

2b: Establishing A Culture for Learning (Including Appropriate Educational Technologies)

- U Conveys a sense that the work of improving instruction is externally mandated and is not important to school improvement.
- B Teachers do not resist the offerings of support from the Instructional Lead.
- P Promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.
- D Has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

2c: Establishing Clear Procedures for Teachers to Gain Access to Instructional Support

- U When teachers want to access assistance from the Instructional Lead, they are not sure how to go about it.
- B Some procedures are clear to teachers whereas others are not.
- P Has established clear procedures for teachers to use in gaining access to support.
- D Procedures to access instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

2d: Establishing and Maintaining Norms of Behavior for Professional Interactions

- U No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.
- B Efforts to establish norms of professional conduct are partially successful.
- P Has established clear norms of mutual respect for professional interaction.
- D Has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.

2e: Organizing Physical Space for Workshops or Training (Including Appropriate Educational Technologies)

- U Makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.
- B The physical environment does not impede workshop activities.
- P Makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.
- D Makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

DOMAIN 3: DELIVERY OF SERVICE

3a: Collaborating with Teachers in the Design of Instructional Units and Lessons

- U Declines to collaborate with classroom teachers in the design of instructional lessons and units.
- B Collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.
- P Initiates collaboration with classroom teachers in the design of instructional lessons and units.
- D Initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

3b: Engaging Teachers in Learning New Instructional Skills

- U Teachers decline opportunities to engage in professional learning.
- B Efforts to engage teachers in professional learning are partially successful, with some participating.
- P Efforts to engage teachers are largely successful, with most teachers participating in acquiring new instructional skills.
- D Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting areas for new growth.

3c: Sharing Expertise with Staff

- U Model lessons and workshops are of poor quality and are not appropriate to the needs of the teachers being served.
- B Quality of model lessons and workshops are mixed, with some of them being appropriate to the needs of the teachers being served.
- P Quality of model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.
- D Quality of model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. Conducts extensive follow-up work with teachers.

3d: Locating Resources for Teachers to Support Instructional Improvement

- U Fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.
- B Efforts to locate resources for instructional improvement are partially successful, reflecting incomplete knowledge of what is available.
- P Locates resources for instructional improvement for teachers when asked to do so.
- D Is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

3e: Demonstrating Flexibility and Responsiveness

- U Adheres to his/her plan, in spite of evidence of its inadequacy.
- B Makes modest changes in the support program when confronted with evidence of the need for change.
- P Makes revisions to the support program when needed.
- D Is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4: PROFESSIONALISM

4a: Reflects on Practice and Strives for Professional Growth

- U Does not reflect on practice, or the reflections are inaccurate.
- B Is inconsistent in reflecting on practice, or sometimes inaccurate.
- P Accurately reflects on practice, citing some positive and negative characteristics.
- D Is highly accurate and perceptive in reflecting on practice, citing several strategies to improve practice.

4b: Actively Engages in Professional Development

- U Does not engage in professional development to enhance knowledge or skills.
- B Engages in required professional development.
- P Seeks out opportunities for professional development based on individual need.
- D Seeks out multiple opportunities for professional development and finds ways to share new knowledge with others.

4c: Works Cooperatively with Colleagues and Administration

- U Makes minimal effort to collaborate with colleagues and administration within the district.
- B Responds to collaborative efforts of colleagues and administration within the district.
- P Responds to and initiates collaborative efforts of colleagues and administration within the district.
- D Takes a leadership role in creating collaborative efforts of colleagues and administration within, and beyond, the district.

4d: Contributes to School Community

- U Relationships with colleagues are negative, and teacher avoids being involved in the school community.
- B Relationships with colleagues are cordial, and teacher participates in the school community when asked to do so.
- P Participates actively in the school community and maintains positive and productive relationships with colleagues.
- D Makes a substantial contribution to the school community and assumes a leadership role with colleagues.

4e: Maintains accurate records and adequate documentation

- U Uses no clear system for maintaining accurate records. Records are not transferable.
- B Uses a partially effective system for maintaining accurate records. With explanation, records are transferable.
- P Uses an organized system for maintaining accurate records. Records are transferable.
- D Uses a highly organized and detailed system for maintaining accurate records. Records are transferable and clearly

understood.

4f: Demonstrates ethical and professional behavior

- U Displays dishonesty or violates confidentiality norms.
- B Is honest in interactions and occasionally breaks confidentiality norms.
- P Displays honesty and respects norms of confidentiality.
- D Holds high standards of honesty and integrity, and respects all norms of confidentiality.

Forest Lake Area Schools Rubric for MEDIA SPECIALISTS

(As defined in the Charlotte Danielson's "Enhancing Professional Practice: A Framework for Teaching")

U=Unsatisfactory B=Basic P=Proficient/Professional D=Distinguished

DOMAIN 1: PLANNING AND PREPARATION

1a: Demonstrating Knowledge of Literature, Information Technology, and 21st Century Learner Standards

- U Demonstrates little or no knowledge of literature, information technology, and 21st Century Learner Standards.
- B Demonstrates limited knowledge of literature, information technology, and 21st Century Learner Standards.
- P Demonstrates thorough knowledge of literature, information technology, and 21st Century Learner Standards.
- D Draws on extensive professional resources, demonstrates rich knowledge and understanding of literature, information technology, and 21st Century Learner Standards.

1b: Demonstrating Knowledge of the District's Academic Goals and Students Needs for Information Skills

- U Demonstrates little or no knowledge of the District's academic goals and little or no knowledge of student needs for information skills to meet those goals.
- B Demonstrates basic knowledge of the District's academic goals and little or no knowledge of student needs for information skills to meet those goals.
- P Demonstrates thorough knowledge of the District's academic goals and knowledge of student needs for information skills to meet those goals.
- D Takes a leadership role with the school to advocate for the information skills needed by students to meet the District's academic goals.

1c: Establishes Goals for the Library/Media Program Appropriate to the Students Served and the District's Goals

- U Has no clear goals, or goals are not appropriate to the age of students and the District's goals.
- B Goals are rudimentary and are partially suitable to the age of students and the District's goals.
- P Goals are clear and appropriate to the age of students and the District's goals.
- D Goals for the media program are highly appropriate to the situation in the school, to the age of the students, to the District's goals, and have been developed following consultations with students and colleagues.

1d: Demonstrating Knowledge of Resources and Technology within the School, District, and Community

- U Demonstrates little or no familiarity with resources and technology to enhance own knowledge, to use in teaching, or for students who need them.
- B Demonstrates basic knowledge of resources and technology available for students and teachers in the school, the district and the community.
- P Is fully aware of resources and technology available for students and teachers in the school, the district and the community.
- D Is fully aware of resources and technology available for students and teachers in the school, the district and the community, and actively seeks out new resources from a wide range of sources to enrich the school's program.

1e: Integrating the Media Program into the School's Goals

- U Media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.
- B Media program has a guiding principle and includes a number of worthwhile activities, but some do not fit with the broader goal.
- P Program is well-designed to support both teachers and students with their information needs.
- D Program is highly coherent, taking into account scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection. The plan has been developed after consultation with teachers and administrators.

1f: Developing a Plan to Evaluate the Media Program

- U Has no plan to evaluate the media program or resists suggestions that such a plan is important.
- B Has a rudimentary plan to evaluate the media program.
- P Evaluation plan for the media program states clear goals and shows a collection of evidence to prove the goals have

been met.

- D Evaluation plan is highly sophisticated, with a variety of sources of evidence and a clear vision of how the media program can be improved year after year.

DOMAIN 2: ENVIRONMENT

2a: Creating an Environment of Respect and Rapport

- U Interactions, both between the media specialist and students and among students are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.
- B Interactions, both between the media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.
- P Interactions, both between the media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.
- D Interactions among the media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the media center.

2b: Establishing A Culture for Investigation and Love of Literature

- U Conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.
- B Goes through the motions of performing the work of the position, but without any real commitment to it.
- P Interactions with both students and colleagues convey a sense of importance of seeking information and reading literature.
- D Interactions with both students and colleagues convey a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.

2c: Establishing and Maintaining Media Center Procedures

- U Routines and procedures (for example, circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Media assistants are confused as to their role.
- B Routines and procedures (for example, circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for media assistants are partially successful.
- P Routines and procedures (for example, circulation of materials, working on computers, independent work) have been established and function smoothly. Media assistants are clear as to their role.
- D Routines and procedures (for example, circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Media assistants work independently and contribute to the success of the media center.

2d: Managing Student Behavior

- U There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.
- B It appears that the media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.
- P Standards of conduct appear to be clear to students, and the media specialist monitors student behavior against those standards. Media specialist's response to student misbehavior is appropriate and respectful to students.
- D Standards of conduct are clear, with evidence of student participation in setting them. Media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

2e: Organizing Physical Space to Enable Smooth Flow

- U Makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.
- B Efforts to make use of the physical environment are uneven, resulting in occasional confusion.

- P Effectively arranges the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.
- D Makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

DOMAIN 3: DELIVERY OF SERVICE

3a: Maintaining the Library Collection in Accordance with School Needs and Within Budget Limitations

- U Fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically weed the collection of outdated material. Collection is unbalanced among different areas.
- B Is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance as the budget allows.
- P Adheres to district or professional guidelines in selecting materials for the collection and periodically weeds the collection of outdated material. Collection is balanced among different areas as the budget allows.
- D Selects materials for the collection thoughtfully and in consultation with stakeholders, and periodically weeds the collection of outdated material. Collection is balanced among different areas as the budget allows.

3b: Collaborating with Teachers in the Design of Instructional Units and Lessons

- U Declines to collaborate with classroom teachers in the design of instructional lessons and units.
- B Collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.
- P Initiates collaboration with classroom teachers in the design of instructional lessons and units.
- D Initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

3c: Engaging Students in Enjoying Literature and in Learning Informational Skills

- U Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.
- B Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.
- P Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.
- D Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

3d: Assisting Students and Teachers in the Use of Technology in the Media Center

- U Declines to assist students and teachers in the use of technology in the media center.
- B Assists students and teachers in the use of technology in the media center when specifically asked to do so.
- P Initiates sessions to assist students and teachers in the use of technology in the media center.
- D Is proactive in initiating sessions to assist students and teachers in the use of technology in the media center and throughout the educational environment.

3e: Demonstrating Flexibility and Responsiveness

- U Adheres to the media program, in spite of evidence of its inadequacy.
- B Makes modest changes in the media program when confronted with evidence of the need for change.
- P Makes revisions to the media program when they are needed.
- D Is continually seeking ways to improve the media program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4: PROFESSIONALISM

4a: Reflects on Practice and Strives for Professional Growth

- U Does not reflect on practice, or the reflections are inaccurate.
- B Is inconsistent in reflecting on practice, or sometimes inaccurate.

- P Accurately reflects on practice, citing some positive and negative characteristics.
- D Is highly accurate and perceptive in reflecting on practice, citing several strategies to improve practice.

4b: Actively Engages in Professional Development

- U Does not engage in professional development to enhance knowledge or skills.
- B Engages in required professional development.
- P Seeks out opportunities for professional development based on individual need.
- D Seeks out multiple opportunities for professional development and finds ways to share new knowledge with others.

4c: Works Cooperatively with Colleagues and Administration

- U Makes minimal effort to collaborate with colleagues and administration within the district.
- B Responds to collaborative efforts of colleagues and administration within the district.
- P Responds to and initiates collaborative efforts of colleagues and administration within the district.
- D Takes a leadership role in creating collaborative efforts of colleagues and administration within, and beyond, the district.

4d: Contributes to School Community

- U Relationships with colleagues are negative, and teacher avoids being involved in the school community.
- B Relationships with colleagues are cordial, and teacher participates in the school community when asked to do so.
- P Participates actively in the school community and maintains positive and productive relationships with colleagues.
- D Makes a substantial contribution to the school community and assumes a leadership role with colleagues.

4e: Maintains accurate records and adequate documentation

- U Uses no clear system for maintaining accurate records. Records are not transferable.
- B Uses a partially effective system for maintaining accurate records. With explanation, records are transferable.
- P Uses an organized system for maintaining accurate records. Records are transferable.
- D Uses a highly organized and detailed system for maintaining accurate records. Records are transferable and clearly understood.

4f: Demonstrates ethical and professional behavior

- U Displays dishonesty or violates confidentiality norms.
- B Is honest in interactions and occasionally breaks confidentiality norms.
- P Displays honesty and respects norms of confidentiality.
- D Holds high standards of honesty and integrity, and respects all norms of confidentiality.

Forest Lake Area Schools Rubric for LICENSED SCHOOL NURSES

(As defined in the Charlotte Danielson's "Enhancing Professional Practice: A Framework for Teaching")

U=Unsatisfactory B=Basic P=Proficient/Professional D=Distinguished

DOMAIN 1: CONTENT KNOWLEDGE

1a: Demonstrating Medical Knowledge and skill in nursing techniques

- U Demonstrates little understanding of medical knowledge and nursing techniques.
- B Demonstrates basic understanding of medical knowledge and nursing techniques.
- P Demonstrates understanding of medical knowledge and nursing techniques.
- D Demonstrates deep and thorough understanding of medical knowledge and nursing techniques.

1b: Demonstrating Knowledge of Child and Adolescent Development

- U Displays little or no knowledge of child and adolescent development.
- B Displays partial knowledge of child and adolescent development.
- P Displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.
- D In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.

1c: Establishing Goals for the Nursing Program appropriate to the Setting and the Students Served

- U Has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.
- B Goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.
- P Goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.
- D Goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

1d: Demonstrating Knowledge of Government, Community, and District Regulations and Resources

- U Demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.
- B Displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.
- P Displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.
- D Knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.

1e: Planning the Nursing Program for Individuals and Groups of Students, Integrated with the Regular School Program

- U Program consists of a random collection of unrelated activities, lacking coherence or an overall structure.
- B Program has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.
- P Program is well-developed and serves to support students both individually and in groups.
- D Program is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

1f: Developing a Plan to Evaluate the Nursing Program

- U Has no plan to evaluate the program or resists suggestions that such an evaluation is important.
- B Has a rudimentary plan to evaluate the nursing program.
- P Plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.
- D Evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2: ENVIRONMENT

2a: Creating an Environment of Respect and Rapport

- U Interactions with at least some students are negative or inappropriate.
- B Interactions with students are a mix of positive and negative.
- P Interactions with students are positive and respectful.
- D Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.

2b: Establishing A Culture for Health and Wellness

- U Makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.
- B Attempts to promote a culture throughout the school for health and wellness are partially successful.
- P Promotes a culture throughout the school for health and wellness.
- D The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.

2c: Following Health Protocols and Procedures

- U Procedures for the nursing office are nonexistent or in disarray.
- B Procedures for the nursing office are rudimentary and partially successful.
- P Procedures for the nursing office work effectively.
- D Procedures for the nursing office are seamless, anticipating unexpected situations.

2d: Supervising Health Associates

- U No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor associates' activities.
- B Efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically.
- P Has established guidelines for delegated duties and monitors associates' activities.
- D Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.

2e: Organizing Physical Space

- U Office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.
- B Attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.
- P Office is well-organized and is appropriate to the planned activities. Medications are properly stored and well organized.
- D Office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.

DOMAIN 3: DELIVERY OF SERVICE

3a: Assessing Student Needs

- U Does not assess student needs, or the assessments result in inaccurate conclusions.
- B Assessments of student needs are perfunctory.
- P Assesses student needs and knows the range of student needs in the school.
- D Conducts detailed individualized assessment of student needs to contribute to program planning.

3b: Administering Medications to Students

- U Medications are administered with no regard to state or district policies.
- B Medications are administered by designated individuals, but signed release forms are not conveniently stored.
- P Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.

- D Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.

3c: Promoting wellness through staff or classroom presentations

- U Work with students/staff fails to promote wellness.
- B Efforts to promote wellness through staff/classroom presentations are partially effective.
- P Presentations result in students/staff acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.
- D Presentations for wellness are effective, and students/staff assume an active role in the school in promoting a healthy lifestyle.

3d: Managing Emergency Situations

- U Has no contingency plans for emergency situations.
- B Plans for emergency situations have been developed for the most frequently occurring situations but not others.
- P Plans for emergency situations have been developed for many situations.
- D Plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.

3e: Demonstrating Flexibility and Responsiveness

- U Adheres to the plan, in spite of evidence of its inadequacy.
- B Makes modest changes in the nursing program when confronted with evidence of the need for change.
- P Makes revisions to the nursing program when they are needed.
- D Is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4: PROFESSIONALISM

4a: Reflects on Practice and Strives for Professional Growth

- U Does not reflect on practice, or the reflections are inaccurate.
- B Is inconsistent in reflecting on practice, or sometimes inaccurate.
- P Accurately reflects on practice, citing some positive and negative characteristics.
- D Is highly accurate and perceptive in reflecting on practice, citing several strategies to improve practice.

4b: Actively Engages in Professional Development

- U Does not engage in professional development to enhance knowledge or skills.
- B Engages in required professional development.
- P Seeks out opportunities for professional development based on individual need.
- D Seeks out multiple opportunities for professional development and finds ways to share new knowledge with others.

4c: Works Cooperatively with Colleagues and Administration

- U Makes minimal effort to collaborate with colleagues and administration within the district.
- B Responds to collaborative efforts of colleagues and administration within the district.
- P Responds to and initiates collaborative efforts of colleagues and administration within the district.
- D Takes a leadership role in creating collaborative efforts of colleagues and administration within, and beyond, the district.

4d: Contributes to School Community

- U Relationships with colleagues are negative, and teacher avoids being involved in the school community.
- B Relationships with colleagues are cordial, and teacher participates in the school community when asked to do so.
- P Participates actively in the school community and maintains positive and productive relationships with colleagues.
- D Makes a substantial contribution to the school community and assumes a leadership role with colleagues.

4e: Maintains accurate records and adequate documentation

- U Uses no clear system for maintaining accurate records. Records are not transferable.

- B Uses a partially effective system for maintaining accurate records. With explanation, records are transferable.
- P Uses an organized system for maintaining accurate records. Records are transferable.
- D Uses a highly organized and detailed system for maintaining accurate records. Records are transferable and clearly understood.

4f: Demonstrates ethical and professional behavior

- U Displays dishonesty or violates confidentiality norms.
- B Is honest in interactions and occasionally breaks confidentiality norms.
- P Displays honesty and respects norms of confidentiality.
- D Holds high standards of honesty and integrity, and respects all norms of confidentiality.

Forest Lake Area Schools Rubric for OCCUPATIONAL OR PHYSICAL THERAPISTS
(As defined in the Charlotte Danielson's "Enhancing Professional Practice: A Framework for Teaching")
U=Unsatisfactory B=Basic P=Proficient/Professional D=Distinguished

DOMAIN 1: PLANNING AND PREPARATION

1a: Demonstrating Knowledge of Motor, Visual Motor and Sensory Development

- U Makes content errors or displays little understanding of issues involved in motor and sensory development.
- B Displays basic knowledge but cannot articulate connections to motor and sensory development.
- P Displays solid content knowledge and practices that reflect current research and best practice but does not anticipate student difficulties.
- D Displays solid content knowledge and practices that reflect current research and best practice and anticipates student difficulties.

1b: Demonstrating Knowledge of Students' Individual Needs

- U Displays minimal knowledge of developmental age groups, learning styles, student interests, cultural heritage, or cognitive, physical, sensory, and social emotional challenges of each student and does not indicate that such knowledge is valuable.
- B Displays generally accurate knowledge of student differences but doesn't actually apply it to individual students.
- P Displays understanding of typical student differences and recognizes the value of this knowledge.
- D Displays a thorough understanding of student differences and exceptionalities. Treatment planning reflects differentiation to address individual needs.

1c: Selecting Individual Goals and Objectives

- U Goals and objectives are either unclear, unconnected to normal motor/sensory development, lack viable measurement, or not suitable for the students needs.
- B Goals are moderately valuable, connected to the normal motor/sensory development, measurable, suitable for each student's needs, and involve several modalities, yet may lack coordination and integration.
- P Goals are valuable, connected to the normal motor/sensory development, clearly stated, suitable for each student's needs, involve several modalities and display opportunities for integration.
- D Goals are valuable, establish high expectations, and take into account varying individual student needs.

1d: Demonstrating Knowledge of Resources

- U Is unaware of building and district resources for teaching and assisting students.
- B Displays limited understanding of building and district resources.
- P Is fully aware of building and district resources and displays knowledge of how to gain necessary access.
- D Actively enhances instruction by utilizing building, district, and community resources.

1e: Designing Coherent Instruction

- U Treatment activities are either not suitable for students, unsupported by materials, make poor use of time, or are chaotic in structure.
- B Some activities are either unsuitable for students, uneven in progression, or only partially connected to students needs.
- P Activities are suitable for students, supported by appropriate materials, and show consistent organization.
- D Learning activities are highly relevant, student active, and maintain organization while allowing student choice.

1f: Evaluating Student Progress

- U Content and methods of evaluation lack congruence with treatment goals, and appear not to be used in planning.
- B Evaluation methods are not clear, assess only some treatment goals, or are not individualized.
- P Evaluation methods are clear, assess most goals, and there is evidence that the results are used to plan for both individuals and groups.
- D Evaluation methods are clear and well communicated to students, are congruent with goals, and are used to help student progress toward goals.

DOMAIN 2: ENVIRONMENT

2a: Creating an Environment of Respect and Rapport

- U Interactions with at least some students is negative or inappropriate, or students display disrespect for the therapist, or the environment is characterized by conflict or inappropriate interactions.
- B Interactions are generally appropriate with occasional inconsistencies, or students exhibit only minimal respect for the therapist, or there are no incidents of negative behavior among students.
- P Interactions display appropriate warmth and caring. Therapist maintains appropriate boundaries at all times. Students display respect for the therapist. Student interactions display respect and politeness.
- D Interactions display genuine caring and respect for students as individuals. Students demonstrate actions to maintain or enhance a healthy environment.

2b: Establishing A Culture for Learning

- U Negative attitude is displayed toward the content, there is lack of pride in the work and a general environment of modest expectation for student achievement.
- B Conveys inconsistent attitude or communication about value of content, or students invest little energy in the quality of their work, and there is a general environment of mixed messages about expectations for student achievement.
- P Conveys consistent enthusiasm for the subject, students appear to accept the challenge to complete high quality work, and there is an environment of high expectation for student achievement.
- D Students display extraordinary enthusiasm to the content, show initiative and take pride in their work, and willingly participate in an environment with high expectations for all.

2c: Managing Therapy Session

- U There is general management inefficiency, lack of smooth transitions, poor time management, and the student/s may be off task for significant periods of time.
- B There is sporadic efficiency, moderate organization and transition of activities, marginal time management, and some examples of student/s off task.
- P There is organization, smooth transition, orderliness in the classroom, good time management, and all students are on task.
- D There is a smooth, systematic flow present even when groups are working independently, and there is evidence that students demonstrate responsibility.

2d: Managing Student Behavior

- U Expectations have not been established, or there is a general lack of monitoring and response to inappropriate behaviors.
- B Expectations are present but seem to be unclear to students or are inconsistently enforced, or no serious behaviors were displayed.
- P There are clear expectations. The therapist is alert and incidents are dealt with respectfully, or student behavior is appropriate.
- D Expectations are clear and appear to have been developed in collaboration with students. Mutual trust and respect are evident in the therapy environment.

2e: Organizing Students within the Physical Space

- U The environment contains safety issues, or is arranged in a manner that is not suited to instructional goals or the use of equipment, or restricts the participation of some students
- B The environment is safe but arrangement limits the effectiveness of lessons or the use of equipment, or restricts the participation of some students.
- P The environment is safe and arrangement enhances the lesson and use of equipment.
- D The environment is safe and there is skillful arrangement of the room that meets the individual needs of students.

DOMAIN 3: DELIVERY OF SERVICE

3a: Communication Clearly and Accurately

- U Communications are confusing, or use of the language is below standards.
- B Is able to clarify initial confusions, but use of the language may be limited or inappropriate for the students'/parents'/staff's level of understanding.
- P Instructional goals are clearly stated and the use of the language is correct and appropriate for learners.
- D Is clear and anticipates students'/parents'/staff misunderstandings. The use of language enriches the session.

3b: Using Questioning and Discussion Techniques

- U Questioning discussion skills are not effective, or the approach ignores many of the student/parent's/staff needs.
- B Questions promote some discussion, attempt to engage all participants but are limited in results.
- P Displays high quality questioning and discussion skills that engage all participants.
- D Questions draw participants into discussion in a manner that elicits reflection and challenges deeper engagement.

3c: Engaging Students in Learning

- U The lesson, activities, or content are poorly structured and unsuitable for the individual student needs and fail to engage learners or doesn't meet IEP goals and objectives.
- B The lesson, activities, or content are inconsistent and their structure only partially engages students or doesn't clearly relate to the IEP goal and objective.
- P The lesson, activities, and content are appropriate and their structure succeeds in engaging students and meeting IEP goals and objectives.
- D The lesson, activities, and content link well to students' previous learning, engage all students, and provide options for student initiative and choices.

3d: Providing Feedback to Students

- U Feedback is not provided, is ineffective, or is not provided in a timely manner.
- B Feedback is of inconsistent quality, or lacks timeliness.
- P Feedback is of consistent high quality and is provided in a timely manner to all students.
- D Feedback is accurate, constructive, substantive, specific, timely, and provided in a manner that promotes students learning.

3e: Demonstrating Flexibility and Responsiveness

- U Adheres rigidly to a plan, ignores students' questions or interests, and appears to give up on students.
- B Attempts to adjust lessons or to accommodate students, but seems limited in strategies or is not effective in outcomes.
- P Monitors and adjusts, seizes the moment to enhance learning, shows persistence with individual students, and uses a repertoire of strategies.
- D Makes smooth changes, accommodates all individual students, and uses an extensive repertoire of strategies.

DOMAIN 4: PROFESSIONALISM

4a: Reflects on Practice and Strives for Professional Growth

- U Does not reflect on practice, or the reflections are inaccurate.
- B Is inconsistent in reflecting on practice, or sometimes inaccurate.
- P Accurately reflects on practice, citing some positive and negative characteristics.
- D Is highly accurate and perceptive in reflecting on practice, citing several strategies to improve practice.

4b: Actively Engages in Professional Development

- U Does not engage in professional development to enhance knowledge or skills.
- B Engages in required professional development.
- P Seeks out opportunities for professional development based on individual need.
- D Seeks out multiple opportunities for professional development and finds ways to share new knowledge with others.

4c: Works Cooperatively with Colleagues and Administration

- U Makes minimal effort to collaborate with colleagues and administration within the district.
- B Responds to collaborative efforts of colleagues and administration within the district.

- P Responds to and initiates collaborative efforts of colleagues and administration within the district.
- D Takes a leadership role in creating collaborative efforts of colleagues and administration within, and beyond, the district.

4d: Contributes to School Community

- U Relationships with colleagues are negative, and teacher avoids being involved in the school community.
- B Relationships with colleagues are cordial, and teacher participates in the school community when asked to do so.
- P Participates actively in the school community and maintains positive and productive relationships with colleagues.
- D Makes a substantial contribution to the school community and assumes a leadership role with colleagues.

4e: Maintains accurate records and adequate documentation

- U Uses no clear system for maintaining accurate records. Records are not transferable.
- B Uses a partially effective system for maintaining accurate records. With explanation, records are transferable.
- P Uses an organized system for maintaining accurate records. Records are transferable.
- D Uses a highly organized and detailed system for maintaining accurate records. Records are transferable and clearly understood.

4f: Demonstrates ethical and professional behavior

- U Displays dishonesty or violates confidentiality norms.
- B Is honest in interactions and occasionally breaks confidentiality norms.
- P Displays honesty and respects norms of confidentiality.
- D Holds high standards of honesty and integrity, and respects all norms of confidentiality.

Forest Lake Area Schools Rubric for PEER COACHES/Q COMP COORDINATOR
(As defined in the Charlotte Danielson's "Enhancing Professional Practice: A Framework for Teaching")
U=Unsatisfactory B=Basic P=Proficient/Professional D=Distinguished

DOMAIN 1: PLANNING AND PREPARATION

1a: Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development

- U Demonstrates little or no familiarity with specialty area or trends in professional development.
- B Demonstrates basic familiarity with specialty area or trends in professional development.
- P Demonstrates thorough knowledge in specialty area and trends in professional development.
- D Knowledge of specialty area and trends in professional development are wide and deep.

1b: Demonstrating Knowledge of the District's Q Comp Program

- U Demonstrates little or no knowledge of the district's Q Comp program.
- B Demonstrates basic knowledge of the district's Q Comp program.
- P Demonstrates thorough knowledge of the district's Q Comp program.
- D Is deeply familiar with the district's Q Comp program and works to improve it.

1c: Establishes Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served

- U Has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.
- B Goals are rudimentary and are partially suitable to the situation and the needs of the staff.
- P Goals for the instructional support program are clear and suitable to the situation and the needs of the staff.
- D Establishes goals for the instructional support program that are highly appropriate to the situation and the needs of the staff and continues to seek out new challenges.

1d: Demonstrating Knowledge of Resources, both within and beyond the School and District

- U Demonstrates little or no knowledge of resources available in the district for teachers to advance their skills.
- B Demonstrates basic knowledge of resources available in the district for teachers to advance their skills.
- P Is fully aware of resources available in the district for teachers to advance their skills.
- D Actively seeks out new resources from a wide range of sources to enrich teachers' skills.

1e: Demonstrating Knowledge of Differentiated Coaching Methods

- U Sees no value in understanding differentiated coaching methods and does not seek out such information in planning and preparation.
- B Recognizes the value of differentiated coaching methods, but has limited knowledge of, or use, in planning and preparation.
- P Has knowledge of differentiated coaching methods, and applies this knowledge adequately in planning and preparation.
- D Has significant knowledge of differentiated coaching methods and applies this knowledge highly successfully in planning and preparation.

1f: Planning for Use of Conferencing Techniques to Promote Reflection and Thinking

- U Has no clear strategy to help staff in reflection, decision-making, and problem solving for professional interactions and future planning.
- B Has developed some basic strategies to help staff in reflection, decision-making, and problem solving for professional interactions and future planning.
- P Has developed a number of solid strategies to help staff in reflection, decision-making, and problem solving for professional interactions and future planning.
- D Has developed an extensive range of strategies to help staff in reflection, decision-making and problem solving for professional interactions and future planning.

DOMAIN 2: ENVIRONMENT

2a: Creating an Environment of Trust and Respect

- U Teachers are reluctant to request assistance from the Peer Coach, fearing that a request will be treated as a sign of deficiency.
- B Relationships with teachers are cordial; teachers don't resist initiatives established by the Peer Coach/Q Comp Coordinator.
- P Relationships with teachers are open and respectful, with some contacts initiated by teachers.
- D Relationships with teachers are highly respectful and trusting, with many contacts initiated by teachers.

2b: Establishing a Culture for Ongoing Instructional/Professional Improvement

- U Conveys a sense that the work of improving instruction is externally mandated and is not important to school improvement.
- B Teachers accept the offerings of support from the Peer Coach/Q Comp Coordinator.
- P Promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.
- D Has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

2c: Establishing Clear Procedures for Teachers to Gain Access to Instructional/Professional Support

- U Staff are unable, or unsure how, to gain assistance from Peer Coach/Q Comp Coordinator.
- B Procedures for staff to gain assistance from Peer Coach/Q Comp Coordinator are inconsistent.
- P Staff clearly understands the procedures for gaining support from the Peer Coach/Q Comp Coordinator.
- D Staff clearly understands the procedures for gaining support from the Peer Coach/Q Comp Coordinator through collaborative efforts.

2d: Establishing and Maintaining Norms of Behavior for Professional Interactions

- U Is not responsive to the needs of staff.
- B Is sometimes responsive to the needs of staff.
- P Is available and responsive to the needs of the staff.
- D Is consistently responsive to the needs of the staff in a timely and appropriate manner.

2e: Observation Etiquette

- U Presence of Peer Coach/Q Comp Coordinator is distracting to the participants throughout the observation; Peer Coach is disengaged.
- B Is engaged during parts of the lesson
- P Is engaged throughout the lesson and documents observation evidence.
- D Is highly engaged throughout the lesson, documenting many specific details during the observation

DOMAIN 3: DELIVERY OF SERVICE

3a: Communication: oral and written language

- U Oral and written language may be inappropriate, vague, and judgmental.
- B Oral and written language is vague and unclear.
- P Oral and written language is clear, concise, and consistent.
- D Oral and written language is clear, concise, consistent, expressive, and enriching.

3b: Conferencing Techniques to Promote Reflection and Thinking

- U Uses no strategies to help staff in reflection, decision-making, and problem solving for professional interactions and future planning.
- B Uses a limited range of strategies to help staff in reflection, decision-making, and problem solving for professional interactions and future planning.
- P Uses a good number of strategies to help staff in reflection, decision-making, and problem solving for professional interactions and future planning.

- D Uses an extensive range of strategies to help staff in reflection, decision-making, and problem solving for professional interactions and future planning.

3c: Procedures: Scheduling and Follow-up

- U Uses inconsistent and unreliable methods of scheduling observations. Scheduling is not flexible, and not always completed in a timely manner
- B Uses consistent methods of scheduling observations. Scheduling is sometimes flexible and timely.
- P Uses a method of scheduling that best meets the needs of the staff.
- D Uses a method of scheduling that best meets the needs of the staff, and promotes flexibility and responsiveness.

3d: Observation Data Collection

- U Collects no data during classroom observation.
- B Collects data during classroom observation with limited accuracy and appropriateness.
- P Collects accurate data during classroom observation. The data relates to observation focus.
- D Collects accurate data using a wide range of skills and methods. The data reflects the needs of the teacher and observation focus.

3e: Differentiated Coaching Support

- U Provides no differentiated coaching support to teachers.
- B Provides limited differentiated coaching support to teachers.
- P Provides differentiated coaching support to teachers that is accurate, current, and meets the needs of staff.
- D Provides differentiated coaching support to teachers that is extensive, detailed, and meets all the needs of staff.

DOMAIN 4: PROFESSIONALISM

4a: Reflects on Practice and Strives for Professional Growth

- U Does not reflect on practice, or the reflections are inaccurate.
- B Is inconsistent in reflecting on practice, or sometimes inaccurate.
- P Accurately reflects on practice, citing some positive and negative characteristics.
- D Is highly accurate and perceptive in reflecting on practice, citing several strategies to improve practice.

4b: Actively Engages in Professional Development

- U Does not engage in professional development to enhance knowledge or skills.
- B Engages in required professional development.
- P Seeks out opportunities for professional development based on individual need.
- D Seeks out multiple opportunities for professional development and finds ways to share new knowledge with others.

4c: Works Cooperatively with Colleagues and Administration

- U Makes minimal effort to collaborate with colleagues and administration within the district.
- B Responds to collaborative efforts of colleagues and administration within the district.
- P Responds to and initiates collaborative efforts of colleagues and administration within the district.
- D Takes a leadership role in creating collaborative efforts of colleagues and administration within, and beyond, the district.

4d: Contributes to School Community

- U Relationships with colleagues are negative, and teacher avoids being involved in the school community.
- B Relationships with colleagues are cordial, and teacher participates in the school community when asked to do so.
- P Participates actively in the school community and maintains positive and productive relationships with colleagues.
- D Makes a substantial contribution to the school community and assumes a leadership role with colleagues.

4e: Maintains accurate records and adequate documentation

- U Uses no clear system for maintaining accurate records. Records are not transferable.
- B Uses a partially effective system for maintaining accurate records. With explanation, records are transferable.

- P Uses an organized system for maintaining accurate records. Records are transferable.
- D Uses a highly organized and detailed system for maintaining accurate records. Records are transferable and clearly understood.

4f: Demonstrates ethical and professional behavior

- U Displays dishonesty or violates confidentiality norms.
- B Is honest in interactions and occasionally breaks confidentiality norms.
- P Displays honesty and respects norms of confidentiality.
- D Holds high standards of honesty and integrity, and respects all norms of confidentiality.

Forest Lake Area Schools Rubric for PHYSICAL EDUCATION TEACHERS
(As defined in the Charlotte Danielson's "Enhancing Professional Practice: A Framework for Teaching")
U=Unsatisfactory B=Basic P=Proficient/Professional D=Distinguished

DOMAIN 1: PLANNING AND PREPARATION

1a: Demonstrating Knowledge of Content Pedagogy (Including Appropriate Educational Technologies)

- U Plan makes content errors or displays little understanding of pedagogical issues involved in student learning.
- B Plan displays basic content and pedagogical knowledge but cannot articulate connections or anticipate student misconceptions.
- P Plan displays solid content knowledge and pedagogical practices that reflect current research and best practice and anticipates some student misconceptions.
- D Plan displays solid content knowledge and pedagogical practices that reflect current research and best practice and anticipates student misconceptions.

1b: Demonstrating Knowledge of Students

- U Plan displays minimal knowledge of developmental age groups, learning styles, intelligences, student interests, or cultural heritage and does not indicate that such knowledge is valuable.
- B Plan displays generally some accurate knowledge of student differences but displays this for the class only as a whole.
- P Plan displays understanding of individual student differences and the plan reflects this knowledge.
- D Plan displays a thorough understanding of student differences and exceptionalities, and instructional planning reflects differentiated activities to address individual student needs.

1c: Selecting Instructional Goals (Including Appropriate Educational Technologies)

- U Goals are either unclear, unconnected to local standards, lack viable measurement, are not suitable for the class, or reflect only one type of learning.
- B Goals are moderately valuable, connected to standards, measurable, relevant to students' lives, but teacher is unable to communicate importance of goal.
- P Goals are valuable, connected to standards, measurable, relevant to students' lives, involve several types of learning, and communicate importance of goal in plan.
- D Goals are valuable, connected to standards, measurable, establish high expectations, relevant to students' lives, communicate importance of goal in plan, and reflect integration within or across the disciplines.

1d: Demonstrating Knowledge of Resources and Available Educational Technologies

- U Is unaware of curriculum and standards, or of building and District resources for teaching and assisting students.
- B Displays limited understanding of the curriculum and standards, or of building and District resources.
- P Is fully aware of curriculum and standards, uses building and District resources and displays knowledge of how to gain necessary access.
- D Actively enhances the curriculum and standards by utilizing building, District, and community resources.

1e: Designing Coherent Instruction

- U Learning activities are either not suitable for students, fail to connect to local and state standards, are unsupported by materials, make poor use of time, or are chaotic in structure.
- B Some activities are either unsuitable for students, uneven in progression, only partially connected to standards, or had a lapse in structure maintenance.
- P Activities are suitable for students, connected to standards, supported by appropriate materials, and show consistent organization.
- D Learning activities are highly relevant, student active, and maintain organization while allowing student choice.

1f: Assessing Student Learning

- U Content and methods of assessment lack congruence with instructional goals or local standards, lack quality standards, and appear not to be used in planning.
- B Assessment methods are not clear, assess only some instructional goals, or are used to plan for the class as a whole

only.

- P Assessment methods are clear, assess most goals, and there is evidence the results are used to plan for both individuals and groups.
- D Assessment methods (rubrics, percentages, grades) are clear and will be communicated to students, are congruent with goals, and are used to help student progress toward standards.

DOMAIN 2: ENVIRONMENT

2a: Creating an Environment of Respect and Rapport

- U Interactions with at least some students is negative or inappropriate, or students display disrespect for the teacher, or the classroom is characterized by conflict or inappropriate interactions.
- B Interactions are generally appropriate with occasional inconsistencies, or students exhibit only minimal respect for the teacher, or there are no serious incidents of negative behavior among students.
- P Interactions display appropriate warmth and caring. Teacher maintains appropriate boundaries at all times. Students display respect for the teacher. Student interactions display respect and politeness.
- D Interactions display genuine caring and respect for students as individuals. Students demonstrate respect beyond that expected for a teacher. Students also show respect and care for each other.

2b: Establishing A Culture for Learning (Including Appropriate Educational Technologies)

- U Negative attitude is displayed toward the content or standards, there is lack of pride in the work and a general environment of modest expectation for student achievement.
- B Communicates inconsistent attitude or value for content or standards. Students invest little energy in the quality of their work, and expectations for student achievement are inconsistent.
- P Conveys consistent enthusiasm for the content and standards, students appear to accept the challenge to complete high quality work, and there is an environment of high expectation for student achievement.
- D Students display extraordinary enthusiasm for the content, show initiative and take pride in their work, and willingly participate in an environment with high expectations for all.

2c: Managing Classroom Procedures

- U There is general management inefficiency, lack of transitions, and many students who are off task for significant periods of time.
- B There is moderate organization and transition of activities, and some examples of students off task.
- P There is organization, smooth transition, orderliness in the classroom, and all students are on task.
- D There is a smooth, systematic flow present even when groups are working independently. There is evidence that students are self-directed and demonstrate responsibility, understanding, and respect for classroom operation.

2d: Managing Student Behavior

- U Standards have not been established, or there is a general lack of monitoring and response to inappropriate behaviors.
- B Standards are present, but seem to be unclear to students or are inconsistently enforced, or no serious behaviors were displayed.
- P There are clear standards. The teacher is alert to all behavior. Incidents are dealt with in a dignified manner, or student behavior is appropriate.
- D Standards are clear and appear to have been developed in collaboration with students. Individual needs are addressed in a respectful and preventative manner. There is a general environment of students being self-monitored and on-task.

2e: Organizing Students Within the Physical Space (Including Appropriate Educational Technologies)

- U The classroom contains safety issues, or is arranged in a manner that is not suited to instructional goals or the use of equipment, or restricts the participation of some students.
- B The classroom is safe, but arrangement limits the effectiveness of lessons or the use of equipment, or restricts the participation of some students.
- P The classroom is safe and arrangement enhances the lesson and use of equipment.
- D The classroom is safe and there is skillful arrangement of the room that meets the individual needs of students, and maximizes the possibility that the lesson objectives are met.

DOMAIN 3: INSTRUCTION

3a: Communicating Clearly and Accurately (Including Appropriate Educational Technologies)

- U Goals are confusing or use of the language is below standards.
- B Is able to clarify initial confusions, but use of the language may be limited or inappropriate for the students' level of understanding.
- P Instructional goals and assessment procedures are clearly stated and appropriate. Teacher's use of content vocabulary is correct and appropriate.
- D Clearly states goals and assessment procedures, anticipate students' misunderstandings, and the language enriches the lesson.

3b: Using Questioning and Discussion Techniques

- U Questioning skills are not effective, or the approach results in mere recitation, or the approach ignores many students in the class.
- B Questions promote some reflection of strategies and rules of activities, engaging all students but are limited in results.
- P Displays high quality questioning skills that generate higher levels of comprehension of strategies and rules of activities, engaging all students.
- D Questions draw students into reflection on strategies and rules of activities and challenges deeper student engagement.

3c: Engaging Students in Learning (Including Appropriate Educational Technologies)

- U The lesson, activities, or content are poorly structured, fail to engage students in local standards, are unsuitable for the age group, or fail to engage learners.
- B The lesson, activities, or content are inconsistent and their structure only partially engages students.
- P The lesson, activities, and content are appropriate and their structure succeeds in engaging students.
- D The lesson, activities, and content link well to students' previous learning, engage all students, and provide options for student initiative and/or choices.

3d: Providing Feedback to Students

- U Feedback is not provided, is ineffective, does not help students monitor progress toward standards, or is not provided in a timely manner.
- B Feedback is of inconsistent quality, and/or lacks timeliness.
- P Feedback is consistent, provided in a timely manner to all students, and when appropriate teacher utilizes opportunities for more specific feedback.
- D Feedback is accurate, constructive, substantive, specific, timely, and provided in a manner that promotes students' learning.

3e: Demonstrating Flexibility and Responsiveness

- U Adheres rigidly to a plan, ignores students' questions or interests, and appears to give up on students.
- B Attempts to adjust lessons or to accommodate students, but seems limited in strategies or is not effective in outcomes.
- P Adjusts the lesson if needed, uses more than one strategy, and accommodates students.
- D Monitors and adjusts, seizes the moment to enhance learning, shows persistence with individual students, and uses a repertoire of strategies.

DOMAIN 4: PROFESSIONALISM

4a: Reflects on Practice and Strives for Professional Growth

- U Does not reflect on practice, or the reflections are inaccurate.
- B Is inconsistent in reflecting on practice, or sometimes inaccurate.
- P Accurately reflects on practice, citing some positive and negative characteristics.
- D Is highly accurate and perceptive in reflecting on practice, citing several strategies to improve practice.

4b: Actively Engages in Professional Development

- U Does not engage in professional development to enhance knowledge or skills.
- B Engages in required professional development.
- P Seeks out opportunities for professional development based on individual need.
- D Seeks out multiple opportunities for professional development and finds ways to share new knowledge with others.

4c: Works Cooperatively with Colleagues and Administration

- U Makes minimal effort to collaborate with colleagues and administration within the district.
- B Responds to collaborative efforts of colleagues and administration within the district.
- P Responds to and initiates collaborative efforts of colleagues and administration within the district.
- D Takes a leadership role in creating collaborative efforts of colleagues and administration within, and beyond, the district.

4d: Contributes to School Community

- U Relationships with colleagues are negative, and teacher avoids being involved in the school community.
- B Relationships with colleagues are cordial, and teacher participates in the school community when asked to do so.
- P Participates actively in the school community and maintains positive and productive relationships with colleagues.
- D Makes a substantial contribution to the school community and assumes a leadership role with colleagues.

4e: Maintains accurate records and adequate documentation

- U Uses no clear system for maintaining accurate records. Records are not transferable.
- B Uses a partially effective system for maintaining accurate records. With explanation, records are transferable.
- P Uses an organized system for maintaining accurate records. Records are transferable.
- D Uses a highly organized and detailed system for maintaining accurate records. Records are transferable and clearly understood.

4f: Demonstrates ethical and professional behavior

- U Displays dishonesty or violates confidentiality norms.
- B Is honest in interactions and occasionally breaks confidentiality norms.
- P Displays honesty and respects norms of confidentiality.
- D Holds high standards of honesty and integrity, and respects all norms of confidentiality.

Forest Lake Area Schools Rubric for SCHOOL PSYCHOLOGIST OR SOCIAL WORKER
(As defined in the Charlotte Danielson's "Enhancing Professional Practice: A Framework for Teaching")
U=Unsatisfactory B=Basic P=Proficient/Professional D=Distinguished

DOMAIN 1: CONTENT KNOWLEDGE

1a: Knowledge of Social Emotional Development

- U Makes content errors and/or displays little understanding of issues involved in social and emotional development
- B Displays basic knowledge but can't articulate connections to social and/or emotional growth of the students.
- P Displays content knowledge and practices that reflect current research and best practice in social and emotional development.
- D Displays solid content knowledge and practices that reflect current research and best practice and uses this knowledge to impact direct work with students.

1b: Understands and Balances the Emotional and Academic Needs of Students

- U Displays minimal knowledge of the necessity to balance emotional and academic needs of the student and does not indicate that such balance is valuable to the student.
- B Displays generally accurate knowledge of the need to balance emotional and academic needs of the student but displays this for the program only as a whole.
- P Displays thorough understanding of the need to balance emotional and academic needs of the student and recognizes that they are in a position to influence this balance.
- D Displays thorough understanding of the need to balance emotional and academic needs of the student and the extent to which lack of balance can negatively impact students; uses their influence to facilitate this balance for students.

1c: Knowledge of Best Practice Strategies

- U Displays minimal knowledge of best practice strategies, how to use appropriate engagement skills, questioning and discussion techniques to facilitate the group process and does not use relevant curriculum.
- B Displays moderate knowledge of best practice strategies, how to use appropriate engagement skills, questioning and discussion techniques to facilitate the group process and uses curriculum that is somewhat relevant.
- P Displays a thorough knowledge of best practice strategies, how to use appropriate engagement skills, questioning and discussion techniques to facilitate the group process and uses curriculum that is relevant.
- D Displays an exceptional knowledge of best practice strategies, how to use appropriate engagement skills, questioning and discussion techniques to facilitate the group process and uses the most relevant, current curriculum.

1d: Knowledge of District and Community Resources to Assist Families

- U Unaware of community resources and policies and demonstrates a limited or inaccurate understanding of the referral process.
- B Minimally aware of community resources and policies, demonstrates a limited understanding of the referral process and is unable to coordinate an appropriate referral independently.
- P Aware of the community resources and policies, demonstrates a thorough understanding of the referral process and is able to coordinate an appropriate referral independently.
- D Highly knowledgeable of the community resources and referral processes and provides leadership to other staff members in coordinating an appropriate referral.

1e: Knowledge of Problem Solving Skills and Appropriate Crises Strategies.

- U Is ineffective when crises occur, displaying lack of knowledge of appropriate crises strategies.
- B Is partially effective when crises occur, displaying some knowledge of appropriate crises strategies, makes attempts to contribute to problem solving and post crisis planning.
- P Is active when crises occur, displaying thorough knowledge of appropriate crises strategies, actively contributes to problem solving and post-crisis planning.
- D Takes a leadership role when crises occur, displaying thorough knowledge of appropriate crises strategies, actively contributes to problem solving and post-crisis planning, initiating strategies to minimize future crises.

1f: Knowledge of Evaluation Methods

- U Content and methods of evaluation lack congruence with treatment goals, and appear not to be used in planning.
- B Evaluation methods are not clear, assess only some treatment goals, or are not individualized.
- P Evaluation methods are clear, assess most goals, and there is evidence that the results are used in planning to help student progress toward goals.
- D Evaluation methods are clear and well communicated to students, are congruent with goals, and are effectively used to help student progress toward goals.

DOMAIN 2: ENVIRONMENT

2a: Creating an Environment of Respect and Rapport

- U Interaction with at least some students is negative or inappropriate, or students display disrespect, or the environment is characterized by conflict or inappropriate interactions.
- B Interactions are generally appropriate with occasional inconsistencies, or students exhibit only minimal respect; there are no incidents of negative behavior among students.
- P Interactions display appropriate warmth and caring. Social worker/psychologist maintains appropriate boundaries at all times. Student response displays respect and politeness.
- D Interactions display genuine caring and respect for students as individuals. Students demonstrate positive responses and actions to maintain or enhance a healthy environment.

2b: Establishing A Culture for Learning

- U A learning culture is not established; students display negative attitude toward working with the Social Worker/Psychologist.
- B A learning culture is inconsistently maintained; students display indifferent attitude toward working with the Social Worker/Psychologist.
- P A learning culture is consistently maintained; students display generally positive attitude toward working with the Social Worker/Psychologist.
- D A learning culture is maintained and enhanced regularly; students display enthusiasm toward working with the Social Worker/Psychologist.

2c: Demonstrates Flexibility

- U Is inflexible and unresponsive to providing opportunities for student mastery of individual goals.
- B Is somewhat flexible and responsive to providing opportunities for student mastery of individual goals.
- P Is flexible and responsive to providing opportunities for student mastery of individual goals.
- D Demonstrates high degree of flexibility and responsiveness to providing opportunities for student mastery of individual goals.

2d: Managing Student Behavior

- U Expectations have not been established, or there is a general lack of monitoring and response to inappropriate behaviors.
- B Expectations are present but seem to be unclear to students or are inconsistently enforced, or no serious behaviors were displayed.
- P There are clear expectations. The Social Worker/Psychologist is alert and incidents are dealt with respectfully, or student behavior is appropriate.
- D Expectations are clear and appear to have been developed in collaboration with students. Mutual trust and respect are evident in the environment.

2e: Create and Maintain an Environment that Fosters a Sense of Safety, Community and Belonging

- U The classroom is characterized by conflict or inappropriate interactions and the Social Worker/Psychologist does not address the situations.
- B There are incidents of negative behavior among students and the Social Worker/Psychologist does not effectively address the situations.
- P The students display minimal respect for each other and for the Social Worker/Psychologist. The Social

Worker/Psychologist fosters a respectful interaction.

- D Student interactions display caring and respect for individuals. Social Worker/Psychologist fosters a highly respectful, caring, and safe environment.

DOMAIN 3: DELIVERY OF SERVICE

3a: Communicates Expectations and Provides Feedback to Students

- U Expectations are not clearly communicated and does not provide adequate feedback to students.
- B Expectations are minimally communicated to students and provides minimal feedback to students.
- P Expectations are clearly communicated to students and provides clear, concise feedback.
- D Expectations are clearly and concisely communicated to students and provides clear, concise feedback that offers students opportunities to explore topics on a higher level.

3b: Maintaining Ongoing Communication with Parents

- U Makes little effort to communicate, communicates insensitively, or does not respond to parents.
- B Adheres to required policy but does not exceed minimum expectations.
- P Provides frequent information to parents and has found successful approaches beyond the minimum expected.
- D Demonstrates an organized, successful parent communication process that involves students, displays sensitivity for families, and involves families in instructional activities.

3c: Educating Staff about Interpersonal and Social Skills

- U Provides no information to staff about interpersonal and social skill development in general and for specific students.
- B Provides minimal information to staff about interpersonal and social skill development in general and for specific students.
- P Provides information to staff about interpersonal and social skill development in general and for specific students.
- D Assumes leadership in educating staff about interpersonal and social skill development in general and for specific students.

3d: Proactively Takes a Leadership Role in Advocating for Students and Families

- U Pays little attention to student needs or has ill served the needs of some students, or seems to lack professional consideration.
- B Attempts to serve students are inconsistent and seemed based on limited though genuinely professional considerations.
- P Actively serves students and works well with a team of providers.
- D Proactive in serving the needs of all students or has taken a leadership role to advocate for students.

3e: Evaluates Strategies and Interventions regarding Students' Emotional Growth and Development

- U Unable to depict the effectiveness of intervention strategies, or profoundly misjudges their level of success, or is unable to make suggestions for how the intervention strategies may be improved.
- B Generally reports an accurate impression of the effectiveness of intervention strategies and can make limited suggestions for how they may be improved.
- P Clearly describes how intervention strategies met their goals by giving examples and specifics, and describes how adjustments will be made for the future.
- D Thoroughly assesses the strengths and weaknesses intervention strategies with multiple examples, weighs options for the future by suggesting alternative approaches and the likely success of any changes.

DOMAIN 4: PROFESSIONALISM

4a: Reflects on Practice and Strives for Professional Growth

- U Does not reflect on practice, or the reflections are inaccurate.
- B Is inconsistent in reflecting on practice, or sometimes inaccurate.
- P Accurately reflects on practice, citing some positive and negative characteristics.
- D Is highly accurate and perceptive in reflecting on practice, citing several strategies to improve practice.

4b: Actively Engages in Professional Development

- U Does not engage in professional development to enhance knowledge or skills.
- B Engages in required professional development.
- P Seeks out opportunities for professional development based on individual need.
- D Seeks out multiple opportunities for professional development and finds ways to share new knowledge with others.

4c: Works Cooperatively with Colleagues and Administration

- U Makes minimal effort to collaborate with colleagues and administration within the district.
- B Responds to collaborative efforts of colleagues and administration within the district.
- P Responds to and initiates collaborative efforts of colleagues and administration within the district.
- D Takes a leadership role in creating collaborative efforts of colleagues and administration within, and beyond, the district.

4d: Contributes to School Community

- U Relationships with colleagues are negative, and teacher avoids being involved in the school community.
- B Relationships with colleagues are cordial, and teacher participates in the school community when asked to do so.
- P Participates actively in the school community and maintains positive and productive relationships with colleagues.
- D Makes a substantial contribution to the school community and assumes a leadership role with colleagues.

4e: Maintains accurate records and adequate documentation

- U Uses no clear system for maintaining accurate records. Records are not transferable.
- B Uses a partially effective system for maintaining accurate records. With explanation, records are transferable.
- P Uses an organized system for maintaining accurate records. Records are transferable.
- D Uses a highly organized and detailed system for maintaining accurate records. Records are transferable and clearly understood.

4f: Demonstrates ethical and professional behavior

- U Displays dishonesty or violates confidentiality norms.
- B Is honest in interactions and occasionally breaks confidentiality norms.
- P Displays honesty and respects norms of confidentiality.
- D Holds high standards of honesty and integrity, and respects all norms of confidentiality.

Forest Lake Area Schools Rubric for SPECIAL EDUCATION TEACHERS
(As defined in the Charlotte Danielson's "Enhancing Professional Practice: A Framework for Teaching")
U=Unsatisfactory B=Basic P=Proficient/Professional D=Distinguished

DOMAIN 1: PLANNING AND PREPARATION

1a: Demonstrating Knowledge of Content Pedagogy

- U Displays little understanding of pedagogical issues involved in student learning of the content.
- B Displays basic pedagogical knowledge but does not anticipate student misconceptions of or difficulties with content or social situations.
- P Displays knowledge of best practice and anticipates student misconceptions/problems in curriculum and/or social situations and develops appropriate interventions, accommodations and/or modifications for students with disabilities.
- D Researches and uses best practice and regularly anticipates student misconceptions/problems with the content. Anticipates problem areas for students and appropriately individualizes curriculum to allow students to be successful.

1b: Demonstrating Knowledge of Students

- U Displays little knowledge of students' skills and abilities and does not indicate that such knowledge is valuable.
- B Recognizes the value of understanding students' skills and abilities but displays this knowledge only for the class/students as a whole
- P Displays knowledge of students' independent skills and abilities and adapts curriculum to meet needs.
- D Displays knowledge of individual students' skills and abilities, adapting curriculum to meet individual student needs and supporting regular education staff in adapting curriculum.

1c: Aligning Instructional Objectives to Learner Outcomes

- U Objectives are not valuable and represent low expectations or no conceptual understanding for students. Objectives taught are not identified on students' IEPs.
- B Objectives are moderately valuable in their expectations or conceptual understanding for students or in their importance to learning. The objectives taught approximate goals and objectives found on students' IEPs.
- P Objectives are valuable in their level of expectations, conceptual understanding, and importance to learning and reflect an understanding of the students' disabilities and IEP goals.
- D Objectives are valuable and teacher can clearly articulate how objectives establish high expectations and relate to curriculum frameworks and standards in addition to IEP goals.

1d: Demonstrating Knowledge of Resources and Available Educational Technologies

- U Is unaware of resources available to assist students who need them and does not investigate district resources.
- B Displays limited awareness of resources available through the school or district and appropriately utilizes known resources.
- P Is fully aware of resources available through the school or district and knows how to gain access for students and families. Students' IEP documents appropriate services.
- D Is fully aware of resources available through the school or district and actively involves parents and students in pursuing them. Teacher regularly consults with colleagues to identify new resources and actively links families to agencies/community services.

1e: Designing Coherent Instruction

- U Learning activities are either not suitable for students, fail to connect to local and state standards, are unsupported by materials, make poor use of time, or are chaotic in structure.
- B Some activities are either unsuitable for students, uneven in progression, only partially connected to standards, or had a lapse in structure maintenance.
- P Activities are suitable for students, connected to standards, supported by appropriate materials, and show consistent organization.
- D Learning activities are highly relevant, student active, and maintain organization while allowing student choice.

1f: Assessing Student Learning

- U Content and methods of assessment lack congruence with instructional objectives. The goals and objectives are not identified as areas of need on the IEP.
- B Assessment criteria and standards have been developed, but they are not clearly defined or communicated to students and families. The method is loosely aligned to the objectives aligned in the IEP.
- P Assessment criteria and standards are clear and have been clearly communicated to students and families. The method of assessment is aligned to the instructional objectives in the IEP.
- D Assessment criteria and standards are clear and have been clearly communicated to students and families. The method of assessment is tightly aligned to the instructional objectives identified in the IEP both in content and process.

DOMAIN 2: ENVIRONMENT

2a: Creating an Environment of Respect and Rapport

- U Interactions with at least some students is negative or inappropriate, or students display disrespect for the teacher, or the classroom is characterized by conflict or inappropriate interactions.
- B Interactions are generally appropriate with occasional inconsistencies, or students exhibit only minimal respect for the teacher, or there are no serious incidents of negative behavior among students.
- P Interactions display appropriate warmth and caring. Teacher maintains appropriate boundaries at all times. Students display respect for the teacher. Student interactions display respect and politeness.
- D Interactions display genuine caring and respect for students as individuals. Students demonstrate respect beyond that expected for a teacher. Students also show respect and care for each other.

2b: Establishing A Culture for Learning (Including Appropriate Educational Technologies)

- U Negative attitude displayed toward the content or standards, there is lack of pride in the work and a general environment of modest expectation for student achievement.
- B Communicates inconsistent attitude or value for content or standards. Students invest little energy in the quality of their work, and expectations for student achievement are inconsistent.
- P Conveys consistent enthusiasm for the content and standards, students appear to accept the challenge to complete high quality work, and there is an environment of high expectation for student achievement.
- D Students display extraordinary enthusiasm for the content, show initiative and take pride in their work, and willingly participate in an environment with high expectations for all.

2c: Managing Classroom Procedures

- U There is general management inefficiency, lack of transitions, and many students who are off task for significant periods of time.
- B There is moderate organization and transition of activities, and some examples of students off task.
- P There is organization, smooth transition, orderliness in the classroom, and all students are on task.
- D There is a smooth, systematic flow present even when groups are working independently. There is evidence that students are self-directed and demonstrate responsibility, understanding, and respect for classroom operation.

2d: Managing Student Behavior

- U Standards have not been established, or there is a general lack of monitoring and response to inappropriate behaviors.
- B Standards are present, but seem to be unclear to students or are inconsistently enforced, or no serious behaviors were displayed.
- P There are clear standards. The teacher is alert to all behavior. Incidents are dealt with in a dignified manner, or student behavior is appropriate.
- D Standards are clear and appear to have been developed in collaboration with students. Individual needs are addressed in a respectful and preventative manner. There is a general environment of students being self-monitored and on-task.

2e: Organizing Students Within the Physical Space (Including Appropriate Educational Technologies)

- U The classroom contains safety issues, or is arranged in a manner that is not suited to instructional goals or the use of equipment, or restricts the participation of some students.
- B The classroom is safe, but arrangement limits the effectiveness of lessons or the use of equipment, or restricts the participation of some students.

- P The classroom is safe and arrangement enhances the lesson and use of equipment.
- D The classroom is safe and there is skillful arrangement of the room that meets the individual needs of students, and maximizes the possibility that the lesson objectives are met.

DOMAIN 3: INSTRUCTION

3a: Communicating Clearly and Accurately (Including Appropriate Educational Technologies)

- U Goals are confusing or use of the language is below standards.
- B Is able to clarify initial confusions, but use of the language may be limited or inappropriate for the students' level of understanding.
- P Instructional goals and assessment procedures are clearly stated and appropriate. Teacher's use of content vocabulary is correct and appropriate.
- D Clearly states goals and assessment procedures, anticipate students' misunderstandings, and the language enriches the lesson.

3b: Using Questioning and Discussion Techniques

- U Questioning skills are not effective, or the approach results in mere recitation, or the approach ignores many students in the class.
- B Questions promote some discussion, attempt to engage all students but are limited in results.
- P Displays high quality questioning skills that generate classroom discussion engaging all students.
- D Questions draw students into discussion in a manner that elicits student reflection and challenges deeper student engagement.

3c: Engaging Students in Learning (Including Appropriate Educational Technologies)

- U The lesson, activities, or content are poorly structured, fail to engage students in local standards, are unsuitable for the age group, or fail to engage learners.
- B The lesson, activities, or content are inconsistent and their structure only partially engages students.
- P The lesson, activities, and content are appropriate and their structure succeeds in engaging students.
- D The lesson, activities, and content link well to students' previous learning, engage all students, and provide options for student initiative and/or choices.

3d: Providing Feedback to Students

- U Feedback is not provided, is ineffective, does not help students monitor progress toward standards, or is not provided in a timely manner.
- B Feedback is of inconsistent quality, and/or lacks timeliness.
- P Feedback is consistent, provided in a timely manner to all students, and when appropriate teacher utilizes opportunities for more specific feedback.
- D Feedback is accurate, constructive, substantive, specific, timely, and provided in a manner that promotes students' learning.

3e: Demonstrating Flexibility and Responsiveness

- U Adheres rigidly to a plan, ignores students' questions or interests, and appears to give up on students.
- B Attempts to adjust lessons or to accommodate students, but seems limited in strategies or is not effective in outcomes.
- P Adjusts the lesson if needed, uses more than one strategy, and accommodates students.
- D Monitors and adjusts, seizes the moment to enhance learning, shows persistence with individual students, and uses a repertoire of strategies.

DOMAIN 4: PROFESSIONALISM

4a: Reflects on Practice and Strives for Professional Growth

- U Does not reflect on practice, or the reflections are inaccurate.
- B Is inconsistent in reflecting on practice, or sometimes inaccurate.
- P Accurately reflects on practice, citing some positive and negative characteristics.

D Is highly accurate and perceptive in reflecting on practice, citing several strategies to improve practice.

4b: Actively Engages in Professional Development

U Does not engage in professional development to enhance knowledge or skills.

B Engages in required professional development.

P Seeks out opportunities for professional development based on individual need.

D Seeks out multiple opportunities for professional development and finds ways to share new knowledge with others.

4c: Works Cooperatively with Colleagues and Administration

U Makes minimal effort to collaborate with colleagues and administration within the district.

B Responds to collaborative efforts of colleagues and administration within the district.

P Responds to and initiates collaborative efforts of colleagues and administration within the district.

D Takes a leadership role in creating collaborative efforts of colleagues and administration within, and beyond, the district.

4d: Contributes to School Community

U Relationships with colleagues are negative, and teacher avoids being involved in the school community.

B Relationships with colleagues are cordial, and teacher participates in the school community when asked to do so.

P Participates actively in the school community and maintains positive and productive relationships with colleagues.

D Makes a substantial contribution to the school community and assumes a leadership role with colleagues.

4e: Maintains accurate records and adequate documentation

U Uses no clear system for maintaining accurate records. Records are not transferable.

B Uses a partially effective system for maintaining accurate records. With explanation, records are transferable.

P Uses an organized system for maintaining accurate records. Records are transferable.

D Uses a highly organized and detailed system for maintaining accurate records. Records are transferable and clearly understood.

4f: Demonstrates ethical and professional behavior

U Displays dishonesty or violates confidentiality norms.

B Is honest in interactions and occasionally breaks confidentiality norms.

P Displays honesty and respects norms of confidentiality.

D Holds high standards of honesty and integrity, and respects all norms of confidentiality.

Forest Lake Area Schools Rubric for SPEECH-LANGUAGE PATHOLOGIST
(As defined in the Charlotte Danielson's "Enhancing Professional Practice: A Framework for Teaching")
U=Unsatisfactory B=Basic P=Proficient/Professional D=Distinguished

DOMAIN 1: PLANNING AND PREPARATION

1a: Demonstrating Knowledge of Motor, Visual Motor and Sensory Development

- U Makes content errors or displays little understanding of issues involved in motor and sensory development.
- B Displays basic knowledge but cannot articulate connections to motor and sensory development.
- P Displays solid content knowledge and practices that reflect current research and best practice but does not anticipate student difficulties.
- D Displays solid content knowledge and practices that reflect current research and best practice and anticipates student difficulties.

1b: Demonstrating Knowledge of Students' Individual Needs

- U Displays minimal knowledge of developmental age groups, learning styles, student interests, cultural heritage, or cognitive, physical, sensory, and social emotional challenges of each student and does not indicate that such knowledge is valuable.
- B Displays generally accurate knowledge of student differences but doesn't actually apply it to individual students.
- P Displays understanding of typical student differences and recognizes the value of this knowledge.
- D Displays a thorough understanding of student differences and exceptionalities. Treatment planning reflects differentiation to address individual needs.

1c: Selecting Individual Goals and Objectives

- U Goals and objectives are either unclear, unconnected to normal motor/sensory development, lack viable measurement, or not suitable for the students needs.
- B Goals are moderately valuable, connected to the normal motor/sensory development, measurable, suitable for each student's needs, and involve several modalities, yet may lack coordination and integration.
- P Goals are valuable, connected to the normal motor/sensory development, clearly stated, suitable for each student's needs, involve several modalities and display opportunities for integration.
- D Goals are valuable, establish high expectations, and take into account varying individual student needs.

1d: Demonstrating Knowledge of Resources

- U Is unaware of building and district resources for teaching and assisting students.
- B Displays limited understanding of building and district resources.
- P Is fully aware of building and district resources and displays knowledge of how to gain necessary access.
- D Actively enhances instruction by utilizing building, district, and community resources.

1e: Designing Coherent Instruction

- U Activities are either not suitable for students, unsupported by materials, make poor use of time, or are chaotic in structure.
- B Some activities are either unsuitable for students, uneven in progression, or only partially connected to students needs.
- P Activities are suitable for students, supported by appropriate materials, and show consistent organization.
- D Learning activities are highly relevant, student active, and maintain organization while allowing student choice.

1f: Evaluating Student Progress

- U Content and methods of evaluation lack congruence with treatment goals, and appear not to be used in planning.
- B Evaluation methods are not clear, assess only some treatment goals, or are not individualized.
- P Evaluation methods are clear, assess most goals, and there is evidence that the results are used to plan for both individuals and groups.
- D Evaluation methods are clear and well communicated to students, are congruent with goals, and are used to help student progress toward goals.

DOMAIN 2: ENVIRONMENT

2a: Creating an Environment of Respect and Rapport

- U Interactions with at least some students is negative or inappropriate, or students display disrespect for the SLP, or the environment is characterized by conflict or inappropriate interactions.
- B Interactions are generally appropriate with occasional inconsistencies, or students exhibit only minimal respect for the SLP, or there are no incidents of negative behavior among students.
- P Interactions display appropriate warmth and caring. SLP maintains appropriate boundaries at all times. Student interactions display respect and politeness.
- D Interactions display genuine caring and respect for students as individuals. Students demonstrate actions to maintain or enhance a healthy environment.

2b: Establishing A Culture for Learning

- U Students display negative attitude toward the content, there is lack of pride in the work and a general environment of modest expectation for student achievement.
- B Conveys inconsistent attitude or communication about value of content, or students invest little effort, and there is a general environment of mixed messages about expectations for student achievement.
- P Conveys consistent enthusiasm for working with the students, students appear to accept the challenge to put effort into their work, and there is an environment of high expectation for student achievement.
- D Students display extraordinary enthusiasm to the work, show initiative and take pride in their effort, and willingly participate in an environment with high expectations for all.

2c: Managing Therapy Session

- U There is general management inefficiency, lack of smooth transitions, poor time management, and the student(s) may be off task for significant periods of time.
- B There is sporadic efficiency, moderate organization and transition of activities, marginal time management, and some examples of student/s off task.
- P There is organization, smooth transition, orderliness in the classroom, good time management, and all students are on task.
- D There is a smooth, systematic flow present even when groups are working independently, and there is evidence that students demonstrate responsibility.

2d: Managing Student Behavior

- U Expectations have not been established, or there is a general lack of monitoring and response to inappropriate behaviors.
- B Expectations are present but seem to be unclear to students or are inconsistently enforced, or no serious behaviors were displayed.
- P There are clear expectations. The SLP is alert and incidents are dealt with respectfully, or student behavior is appropriate.
- D Expectations are clear and appear to have been developed in collaboration with students. Mutual trust and respect are evident in the therapy environment.

2e: Organizing Students within the Physical Space

- U The environment contains safety issues, or is arranged in a manner that is not suited to instructional goals or the use of equipment, or restricts the participation of some students
- B The environment is safe but arrangement limits the effectiveness of lessons or the use of equipment, or restricts the participation of some students.
- P The environment is safe and arrangement enhances the lesson and use of equipment.
- D The environment is safe and there is skillful arrangement of the room that meets the individual needs of students.

DOMAIN 3: DELIVERY OF SERVICE

3a: Communication Clearly and Accurately

- U Communications are confusing, or use of the language is below standards.
- B Clarifies initial confusions, but use of the language may be limited or inappropriate for the students'/parents'/staff's level of understanding.
- P Instructional goals are clearly stated and use of the language is correct and appropriate for learners.
- D Is clear and anticipates students'/parents'/staff misunderstandings. The SLP's use of the language enriches the session.

3b: Using Questioning and Discussion Techniques

- U Questioning discussion skills are not effective, or the approach ignores many of the student/parent's/staff needs.
- B Questions promote some discussion, attempt to engage all participants but are limited in results.
- P Displays high quality questioning and discussion skills that engage all participants.
- D Questions draw participants into discussion in a manner that elicits reflection and challenges deeper engagement.

3c: Engaging Students in Learning

- U The lesson, activities, or content are poorly structured and unsuitable for the individual student needs and fail to engage learners or doesn't meet IEP goals and objectives.
- B The lesson, activities, or content are inconsistent and their structure only partially engages students or doesn't clearly relate to the IEP goal and objective.
- P The lesson, activities, and content are appropriate and their structure succeeds in engaging students and meeting IEP goals and objectives.
- D The lesson, activities, and content link well to students' previous learning, engage all students, and provide options for student initiative and choices.

3d: Providing Feedback to Students

- U Feedback is not provided, is ineffective, or is not provided in a timely manner.
- B Feedback is of inconsistent quality, or lacks timeliness.
- P Feedback is of consistent high quality and is provided in a timely manner to all students.
- D Feedback is accurate, constructive, substantive, specific, timely, and provided in a manner that promotes students learning.

3e: Demonstrating Flexibility and Responsiveness

- U Adheres rigidly to a plan, ignores students' questions or interests, and appears to give up on students.
- B Attempts to adjust lessons or to accommodate students, but seems limited in strategies or is not effective in outcomes.
- P Monitors and adjusts, seizes the moment to enhance learning, shows persistence with individual students, and uses a repertoire of strategies.
- D Makes smooth changes, accommodates all individual students, and uses an extensive repertoire of strategies.

DOMAIN 4: PROFESSIONALISM

4a: Reflects on Practice and Strives for Professional Growth

- U Does not reflect on practice, or the reflections are inaccurate.
- B Is inconsistent in reflecting on practice, or sometimes inaccurate.
- P Accurately reflects on practice, citing some positive and negative characteristics.
- D Is highly accurate and perceptive in reflecting on practice, citing several strategies to improve practice.

4b: Actively Engages in Professional Development

- U Does not engage in professional development to enhance knowledge or skills.
- B Engages in required professional development.
- P Seeks out opportunities for professional development based on individual need.
- D Seeks out multiple opportunities for professional development and finds ways to share new knowledge with others.

4c: Works Cooperatively with Colleagues and Administration

- U Makes minimal effort to collaborate with colleagues and administration within the district.

- B Responds to collaborative efforts of colleagues and administration within the district.
- P Responds to and initiates collaborative efforts of colleagues and administration within the district.
- D Takes a leadership role in creating collaborative efforts of colleagues and administration within, and beyond, the district.

4d: Contributes to School Community

- U Relationships with colleagues are negative, and teacher avoids being involved in the school community.
- B Relationships with colleagues are cordial, and teacher participates in the school community when asked to do so.
- P Participates actively in the school community and maintains positive and productive relationships with colleagues.
- D Makes a substantial contribution to the school community and assumes a leadership role with colleagues.

4e: Maintains accurate records and adequate documentation

- U Uses no clear system for maintaining accurate records. Records are not transferable.
- B Uses a partially effective system for maintaining accurate records. With explanation, records are transferable.
- P Uses an organized system for maintaining accurate records. Records are transferable.
- D Uses a highly organized and detailed system for maintaining accurate records. Records are transferable and clearly understood.

4f: Demonstrates ethical and professional behavior

- U Displays dishonesty or violates confidentiality norms.
- B Is honest in interactions and occasionally breaks confidentiality norms.
- P Displays honesty and respects norms of confidentiality.
- D Holds high standards of honesty and integrity, and respects all norms of confidentiality.