Forest Lake Area Schools
Inspire the Learner, Ignite the Potential

Teacher Development and Evaluation Plan

Draft

Pending Approval by the Forest Lake Area Schools' Board of Education and Forest Lake Education Association (FLEA)

Developed 2013-2014

This is the draft plan developed by Forest Lake Area Schools. The District and FLEA must come to joint agreement on an evaluation model or must use the State model (MDE Teacher Evaluation Default Model).

Table of Contents

<u>Contents</u>

Figures

Tables

Teacher Evaluation Committee Members

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2. Allison Whittlef, FLEA President, Century Junior High
3. Neal Fox, Principal, Columbus Elementary
4. Diane Giorgi, Curriculum Coordinator, Central Learning Center
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Legislative Requirements

Minnesota Statutes, sections 122A.40 and 122A.41 define requirements for teacher evaluation. A school board (hereafter referred to as "school district" or "district") and an exclusive representative of the teachers (hereafter referred to as "union" or "teacher's union") must "develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement." Districts must begin evaluating teachers in school year 2014- 2015. District teacher evaluation processes satisfy twelve criteria.

1. Must provide the requisite evaluations for probationary teachers;
2. Must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, the opportunity to participate in a professional learning community and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator;
3. Must be based on Minnesota's Standards of Effective Practice for Teachers in MN Rule 8710.2000;
4. Must coordinate staff development activities with the evaluation process and outcomes;
5. May allow school time for coaching and collaboration;
6. May include mentoring and induction programs;
7. Must allow teachers to present a portfolio demonstrating evidence of reflection and professional growth that includes teachers' own performance assessments;
8. Must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth that may include value-added models or student learning goals to determine 35% of teacher evaluation results;
9. Must use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum for which teachers are responsible;
10. Must require qualified and trained evaluators to perform summative evaluations;
11. Must give teachers not meeting professional teaching standards the support to improve with established goals and timelines;
12. Must discipline a teacher who does not adequately improve.

The Minnesota Department of Education (MDE) has developed a state model, which must be used if a district and the local exclusive representative of teachers fail to reach "joint agreement" on an evaluation model.

Timeline for Teacher Growth, Development, and Evaluation System Development and Implementation

School Year 2013-2014

- Develop evaluation system and seek approval from School Board and FLEA

School Year 2014-2015

- First year of implementation (No continuing contract teachers receive High Cycle Evaluations.)
- Continuing professional development for teachers, summative evaluators, and peer reviewers

School Year 2015-2016

- Second year of implementation (No continuing contract teachers receive High Cycle Evaluations.)
- Continuing professional development for teachers, summative evaluators, and peer reviewers

School Year 2016-2017

- Third year of implementation (The first 1/3 of continuing contract teachers receive High Cycle Evaluations.)
- Continuing professional development to support educator evaluation

School Year 2017-2018

- Fourth year of implementation (The second 1/3 of continuing contract teachers receive High Cycle Evaluations.)
- Continuing professional development to support educator evaluation

School Year 2018-2019

- Fifth year of implementation (The last 1/3 of continuing contract teachers receive High Cycle Evaluations. All continuing contract teachers are established on the three-year professional review cycle.)
- Continuing professional development to support educator evaluation

* Principals will divide continuing contract teachers into thirds based on the established high cycle rotation. Teachers on high cycle during the 2014-2015 school year will be the first group to receive a High Cycle Evaluation in the 2016-2017 school year.

Teacher Growth, Development, and Evaluation System Overview

> The most valuable evaluation model will not only meet state legislative requirements, it must produce gains in student learning. The model must evaluate teachers and, just as importantly, improve their classroom performance over time. Next-generation models, grounded in sound research, will emphasize teacher growth and development.
>
> > – Robert J. Marzano, "Examining the Role of Teacher Evaluation in Student Achievement", 2012

Forest Lake Area Schools Teacher Growth, Development, and Evaluation System has two major parts: 1) teacher practice, and 2) student learning and achievement. Teacher practice is derived from a teacher's knowledge, skills, and responsibilities. Teacher practice is defined by the Forest Lake Area Schools Performance Standards (described on page 15) and includes planning, instruction, environment, and professional responsibilities as laid out in the Charlotte Danielson rubric. Rubrics for the performance standards and evidence from self-reflection, formal and informal observations of teacher practice and student engagement, and teacher portfolio (optional) are used to determine teacher effectiveness.

Teachers strive to continuously improve the art of teaching. To this effect, teachers and evaluators reflect on the practice of teaching and measure student outcomes with the goal of using the results to help teachers continuously improve. This reflection and data collection allows teachers and evaluators to determine professional development, which is intentionally aligned with specific areas for teacher growth. Such professional development, especially job-embedded professional development, is meant to increase a teacher's knowledge, skills, and professionalism. Job-embedded professional development is facilitated in professional learning communities and monthly professional development days required by the Q Comp Plan.

Minnesota Statutes §122A.40 and §122A.41 require that a minimum of 35% of a teacher's evaluation be based on student learning and achievement data. The remaining portion of the evaluation is based on teacher practice and student engagement. See Table A.
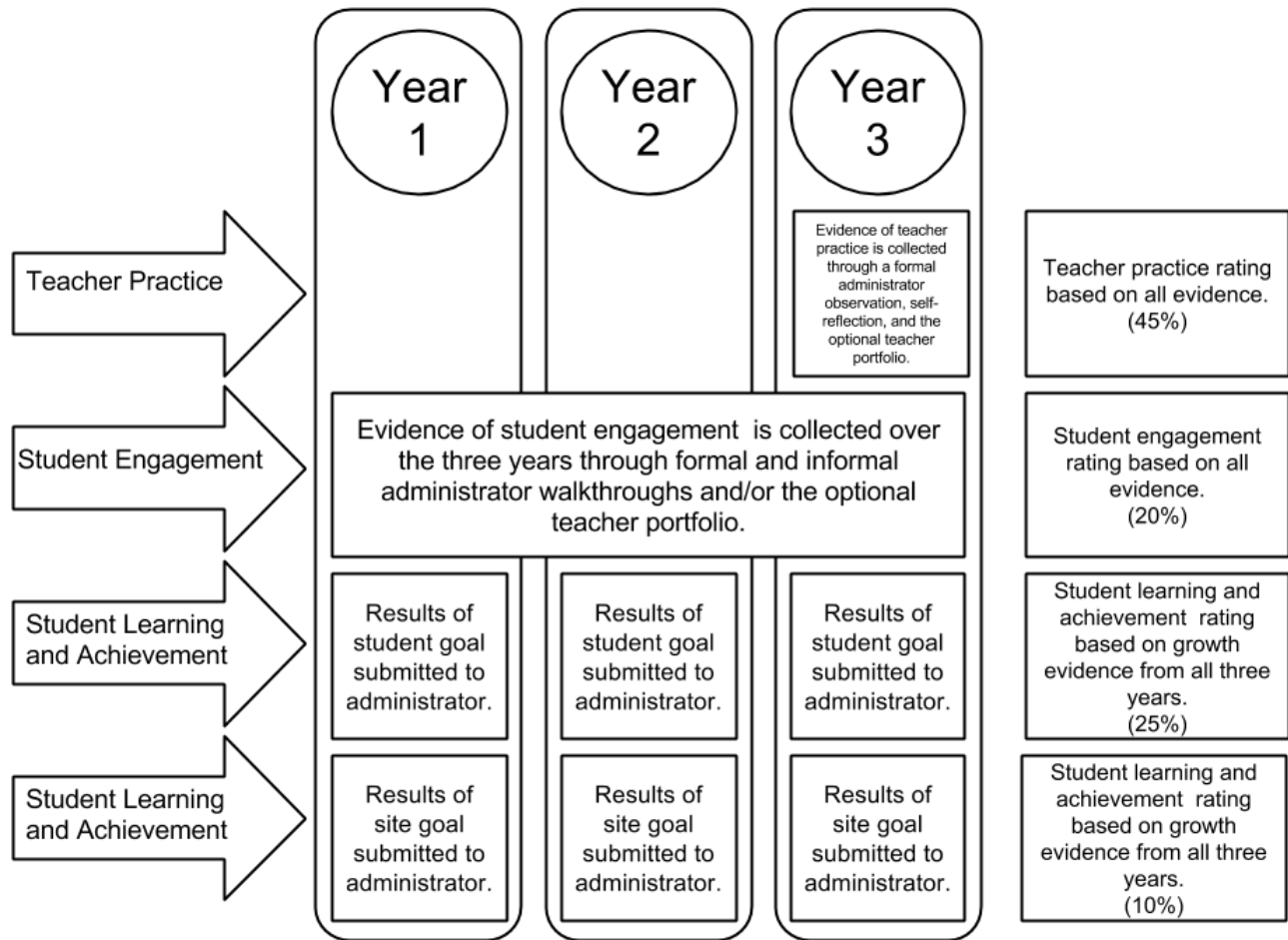
Figure 1: Overview of the three-year professional review cycle and High Cycle Evaluation Components

Three-Year Review Cycle

A teacher engages in a continuous three-year professional review cycle as shown in Figure 2. Each year of the three-year cycle has defined roles, ongoing activities, and a continuous review of student learning and achievement data. There is an ongoing series of annual events in which a teacher engages. Self-reflection and the peer review process inform Professional Growth Plan (PGP) revisions in years one and two and connect each year to the previous year in the three-year cycle. At the end of the three-year cycle, an assigned summative evaluator conducts a High Cycle Evaluation and determines a final summative performance rating. The High Cycle Evaluation informs a new PGP for the next three-year cycle.

Year 1
• Professional Growth Plan*
• Individual Student Achievement Goal*
• Site Goal*
• 3 observations via peer coaches* using Danielson Rubric domains 2 and 3
• Collection of student engagement data via 3 administrative classroom walk-throughs
• Professional Learning Community (PLC) participation*
• Informal observations by administrator
• Portfolio (optional)

Year 2
• Professional Growth Plan*
• Individual Student Achievement Goal*
• Site Goal*
• 3 observations via peer coaches* using Danielson Rubric domains 2 and 3
• Collection of student engagement data via 3 administrative classroom walk-throughs
• Professional Learning Community (PLC) participation*
• Informal observations by administrator
• Portfolio (optional)

Year 3
• Professional Growth Plan*
• Individual Student Achievement Goal*
• Site Goal*
• 2 observations via peer coaches*
• **1 observation via administrator using complete Danielson Rubric**
• Collection of student engagement data via 3 administrative classroom walk-throughs
• Professional Learning Community (PLC) participation*
• Informal observations by administrator
• Portfolio (optional)
• **High Cycle Evaluation, including student engagement, performance, and assessment**

Figure 2: Three-Year Professional Review Cycle

*Forest Lake Area Schools' Q Comp component

Performance Level Ratings and Expectations

A continuing contract teacher receives a High Cycle during the third year in the three-year professional review cycle. The High Cycle Evaluation includes feedback for further growth and development and a final performance rating determined by the process found on pages 34 and 35. The following performance ratings are used for each part of the evaluation system and the final performance rating:

The expectation is that a continuing contract teacher is proficient and continually improves his/her practice. A continuing contract teacher with a final summative performance of less than proficient will be supported to improve through the Teacher Improvement Process (TIP) with specific goals and timelines. At the discretion of the administrator, at the end of one year in TIP, in accordance with Minnesota Statutes §122A.40 and §122 A.41, a teacher who does not make progress after receiving adequate support through TIP will continue in TIP and may be subject to disciplinary intervention.

As shown in Figure 1, the final performance rating is based on evidence from the three parts of the Forest Lake Teacher Growth, Development, and Evaluation System: teacher practice, student learning and achievement, and student engagement. Put together (including a portfolio if submitted), the three parts are used to determine a final summative performance rating.

	How is the component defined?	How is this component measured?	How is this component weighted?
Teacher Practice (Part One)	Defined by 4 domains: 1. Planning 2. Environment 3. Instruction 4. Professional responsibilities (Charlotte Danielson Framework)	Using the rubrics for standards of effective teacher practice and evidence gathered from • Summative evaluator's formal and informal observations of teacher practice and student engagement • Teacher self-reflection • Teacher portfolio (Optional)	45%
	Longitudinal student engagement data	• Administrators will complete a minimum of three (3) classroom walk-throughs using a formalized rubric.	20%
Student Learning and Achievement (Part Two)	Defined as student outcomes as measured by valid and reliable assessments of student growth	• State and district assessments *where available* (Site Goal): 25% • Pre- and post- local assessments of student growth (Individual Student Achievement Goal): 10%	35%

Table A: Breakdown of the Forest Lake Teacher Growth, Development, and Evaluation System

Definition of Participants

	Legislative requirement	Definition/Qualifications
Teacher	Minnesota Statutes §122A.40, subd. 1 and §122A.41, subd. 1	"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, occupational therapist, early childhood family educators, or adult basic educators, 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.
Peer Coach	- Trained observers serve as peer coaches or having teachers participate in professional learning communities, - Three-year review cycles include "a peer review process,"	- non-probationary teacher - not on teacher assistance track - completed the peer reviewer training - track record of positive performance - more than 5 years of experience in the district (desired) Q Comp plan details qualifications and other pertinent information regarding peer coaches.
Professional Learning Communities (PLCs)	Minnesota Statutes §122A.40, subd. 8 (b)(2)	- a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve
Summative Evaluator	Qualified and trained evaluator such as a school administrator	- Licensed school administrator in a current district administrative position

Table B: Definition of Participants

Timeline of Activities

Forest Lake's Teacher Growth, Development, and Evaluation System is designed as a three-year professional review cycle. Teachers, peer coaches, teacher observer, and summative evaluators participate in ongoing activities each year as outlined below.

Before the Start of the School Year

Site Administrators and Teachers	- Review student learning and achievement data - Develop site improvement plans (goals and action plan)*

Beginning of the Year (September - October)

Teachers	- Develop/revise Professional Growth Plan (possible input from peer coach and PLC)* - Set student Learning and Achievement Goals*
Summative Evaluators	- Review and approve Professional Growth Plan.* - Review and approve student learning and achievement goals.* - Develop an observation plan to ensure minimum number of observations occur for each teacher. - *Conduct one formal observation for each probationary teacher (within first 90 days).*
Peer Coach	- Collaborate with teachers in writing their Professional Growth Plan.* -Conduct observation 1 with each teacher on caseload between September 15 and November 30 (continuing contract teachers in non-summative year).*
Professional Learning Communities	- Collaborate to develop common portions of Professional Growth Plans as appropriate.* - Collaborate to set Individual Student Achievement Goals as appropriate.*
Site Administrators and Teachers	- Share Site Goals and Action Plan with staff. These goals/plans will inform teachers' Professional Growth Plan.*

Throughout the School Year

Teachers	- Implement Professional Growth Plan* - Collect and review interim student learning and achievement data - *Gather evidence of teacher practice and impact on student learning and achievement for portfolio (optional)*

Summative Evaluators	- Conduct required informal and formal observations. - Collect and document student engagement data during informal observations and classroom walk-throughs. - Provide feedback to teachers in a timely manner.
Peer Coach	- May assist teachers in developing and implementing student learning and achievement goals and associated assessments.* -Conduct observation 2 with each teacher on caseload between November 30 and February 28 (continuing contract teachers in non-summative year).* - Meet with teachers to provide feedback.*
Professional Learning Communities	- Drive ongoing job embedded professional learning. - Collaborate to collect and review interim student learning and achievement data. - Create common assessments and establish mastery scores. - Create protocols for reviewing a range of student work samples.

End of School Year

Teachers	- With a peer coach, review student learning and achievement data, determine outcomes of student achievement goal, and submit to summative evaluator (all teachers). - *Submit portfolios of evidence to summative evaluator (optional).*
Peer Coach	-Conduct observation 3 with each teacher on caseload between February 15 and May 30 (continuing contract teachers in non-summative year).* - Meet with teachers to provide feedback. -Complete summary form for each teacher on caseload.
Summative Evaluators	- Provide feedback to teachers on selected assessments and evidence of student achievement (all teachers). - Review assessment and student learning data (all teachers). - Determine Student Learning and Achievement rating (teachers in their summative year). -Use data on student engagement and information gathered regarding Forest Lake Area Schools Performance Standards to complete the High Cycle Evaluation and assign a Summative Performance Rating (teachers in their High Cycle Evaluation year).

*Forest Lake Area Schools' Q Comp component

Part One –Teacher Practice

A teacher is expected to demonstrate professional teaching standards established in Minnesota Rule 8710.2000 and evaluated through the Performance Standards for Teacher Practice. Schools are also required by legislation to "establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, peer review, and at least one Summative Evaluation by a qualified and trained evaluator." For the purpose of the Forest Lake Area Schools' plan, the summative evaluation is the High Cycle Evalution.

Forest Lake Area Schools Performance Standards

The standards for professional practice in Forest Lake Area Schools are based on Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*, 2007 Edition. The framework is a research-based set of components of instructional practices grounded in effective teaching practices. The teacher framework focuses on four domains of teacher responsibility: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility. Each Domain has a set of Components and each Component has a set of Elements. The framework includes four levels of performance: Distinguished, Proficient, Basic, and Unsatisfactory. There are accompanying rubrics for each domain and its components.

Rubrics for classroom teachers for all four domains are in the Resources and Forms section of this document. Rubrics for non-classroom teachers can be found on the Forest Lake Q Comp website.

Summative evaluators and peer coaches use the performance standards for teacher practice to measure teacher practices against standards of effective practice; the rubrics are used to determine a teacher's level of performance and effectiveness. Several evaluation activities including principal/supervisors observations (formal and informal), the Professional Growth Plan, and peer coaches reference the performance standards, domains two and three, when documenting evidence or offering feedback to teachers. It must be noted that student engagement is an important component of a teacher's practice. During observations, administrators will gather data on student engagement.

Domains, Components, and Elements of the Framework for Teaching
(Rubrics for non-classroom teachers can be found on the Q Comp Website.)

Domain 1: Planning and Preparation
Component 1a: Demonstrating Knowledge of Content and Pedagogy
• Knowledge of content and the structure of the discipline
• Knowledge of prerequisite relationships
• Knowledge of content-related pedagogy

Component 1b: Demonstrating Knowledge of Students
• Knowledge of child and adolescent development
• Knowledge of the learning process
• Knowledge of students' skills, knowledge, and language proficiency
 • Knowledge of students' interests and cultural heritage
• Knowledge of students' special needs

Component 1c: Setting Instructional Outcomes
• Value, sequence, and alignment
• Clarity
• Balance
• Suitability for diverse learners

Component 1d: Demonstrating Knowledge of Resources
• Resources for classroom use
• Resources to extend content knowledge and pedagogy
• Resources for students

Component 1e: Designing Coherent Instruction
• Learning activities
• Instructional materials and resources
• Instructional groups
• Lesson and unit structure

Component 1f: Designing Student Assessments
• Congruence with instructional outcomes
• Criteria and standards
• Design of formative assessments
• Use for planning

Domain 2: The Classroom Environment
Component 2a: Creating an Environment of Respect and Rapport
• Teacher interaction with students
• Student interactions with other students

Component 2b: Establishing a Culture for Learning
• Importance of the content
• Expectations for learning and achievement
• Student pride in work

Component 2c: Managing Classroom Procedures
• Management of instructional groups
• Management of transitions
• Management of materials and supplies
• Performance of non-instructional duties
• Supervision of volunteers and paraprofessionals

Component 2d: Managing Student Behavior
• Expectations
• Monitoring of student behavior
• Response to student misbehavior

Component 2e: Organizing Physical Space
• Safety and accessibility
• Arrangement of furniture and use of physical resource

Domain 3: Instruction
Component 3a: Communicating with Students
• Expectations for learning
• Directions and procedures
• Explanations of content
• Use of oral and written language

Component 3b: Using Questioning and Discussion Techniques
• Quality of questions
• Discussion techniques

Component 3c: Engaging Students in Learning
 • Activities and assignments
 • Grouping of students
 • Instructional materials and resources
 • Structure and pacing

Component 3d: Using Assessment in Instruction
 • Assessment criteria
 • Monitoring of student learning
 • Feedback to students
 • Student self-assessment and monitoring of

• Student participation

Component 3e: Demonstrating Flexibility and Responsiveness
• Lesson adjustment
• Response to students
• Persistence

Domain 4: Professional Responsibilities
Component 4a: Reflecting on Teaching
• Accuracy
• Use in future teaching

Component 4b: Maintaining Accurate Records
• Student completion of assignments
• Student progress in learning
• Non-instructional records

Component 4c: Communicating with Families
• Information about the instructional program
• Information about individual students
• Engagement of families in the instructional program

progress
Component 4d: Participating in a Professional Community
• Relationships with colleagues
• Involvement in a culture of professional inquiry
• Service to the school
• Participation in school and district projects

Component 4e: Growing and Developing Professionally
• Enhancement of content knowledge and pedagogical skill
• Receptivity to feedback from colleagues
• Service to the profession

Component 4f: Showing Professionalism
• Integrity and ethical conduct
• Service to students
• Advocacy
• Decision-making
• Compliance with school and district regulations

Professional Growth Plan (PGP)

The Professional Growth Plan is designed to guide a teacher's individual professional learning and link that learning to the professional review cycle. It is written at the beginning of the three- year cycle and is annually revised by the teacher. Parts of the plan may be developed in collaboration with members of the teacher's professional learning community so that the members could work together to implement their plans. A PGP identifies

- areas for teacher growth.

- district, school, and team goals and activities.

- an Individual Student Achievement Goal. The goals should be written as SMART (Specific, Measurable, Attainable, Result-based and Time bound) goals.

- an action plan, including activities, resources and evidence to be collected, designed to help the teacher meet the professional growth goal.

- teacher's peer coach.

An administrator approves the plan and any revisions each year. Revisions to a PGP should be informed by

- self-assessment/reflection,
- peer coach,
- areas of growth identified in formative and High Cycle Evaluations,
- goals, priorities, and activities of the teacher's professional learning community, school and district, and
- student needs.

The Professional Growth Plan/Individual Student Achievement Goal form came be found on page 31.

Peer Reviews

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.

The Professional Growth Plan/Individual Student Achievement Goal can be found on page 31. Guidance on how to write a SMART Goal can be found on page 32.

Minimum Number of Observations by Summative Evaluator (Administrator)

In addition to peer observations, an administrator will formally observe all teachers at least once during the three-year review cycle. An administrator will also conduct at least three classroom walk-throughs each year to gather information on teacher practice and data on student engagement. An informal observation may be as short as 5-10 minutes or as long as a full class period.

Student Engagement

School districts are required to use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum for which teachers are responsible in the teacher evaluation system. According to the Minnesota Department of Education, student engagement

> is an organizing framework for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive, and affective dimensions. It is influenced by the context of family, peers, community, and school. Within the classroom, a teacher can influence student engagement through relationships with students and the relevance and rigor of instruction.

The goal of every teacher is for his/her students to achieve at high levels. With the understanding that many factors contribute to student achievement, students need to be cognitively engaged to maximize learning and achieve at high levels. Through classroom walk-throughs administrators will collect engagement data at least three (3) times during the school year for every teacher. During each classroom walk-through the Administrator will fill out the Student Engagement Walk-Through Form, and assign a final score. Administrators will collect data over the three year review cycle and use the scores on the teacher's final summative rating.

Please see page 33 for the Student Engagement Walk-Through Form.

Teacher Portfolio (Optional)

The teacher portfolio is a collection of evidence demonstrating teacher practice, student engagement, and student learning and achievement. Portfolios also collect reflections on that evidence and a teacher's reflections on professional growth. A teacher possesses the individual right to submit a portfolio to his/her summative evaluator as a source of evidence; submitting a portfolio does not eliminate any other requirements of the teacher evaluation process. A summative evaluator must consider portfolio evidence, if submitted, when determining ratings for a High Cycle Evaluation. If a teacher chooses not to submit a portfolio, it will not reflect negatively on his/her evaluation.

Portfolios may contain the following evidence:

- reflective statements
- evidence of participation in professional learning activities
- evidence of leadership
- evidence of collaboration with other educators and with families
- sample communications to families and other stakeholders
- self-reflection and peer coach observation forms
- student work samples
- examples of teacher work such as lesson plans
- videos of lessons
- student data including results of student learning goals
- student survey results and reflection

A portfolio is a way for a teacher to submit evidence of practice that may not have been gathered through other activities. For example, a teacher may have received feedback from a peer coach or summative evaluator that students rarely work in groups. That teacher may respond to that feedback by providing lesson plans documenting when, how often, and the effect of students working in groups. Or, the teacher could offer a reflection stating changes in practice. In this example, the administrator must consider evidence of the existing lesson plans with regards to the Planning and Preparation Domain of the Performance Standards for Teacher Practice. The evidence of reflection and growth must be considered in the Professional Responsibilities Domain.

Evidence of many practices, especially professional development and leadership activities, may not be collected during a peer coaches' or administrator's observation. A teacher is encouraged to collect and submit evidence in such areas. A teacher choosing to submit a portfolio should align the evidence collected with the Forest Lake Area Schools Performance Standards and Personal Growth Plan. He/she

shall submit the portfolio to the administrator before the High Cycle Evaluation. The administrator will communicate the timeline for submitting portfolios.

Probationary Teacher Evaluation

An Administrator formally observes probationary teachers at least three times annually and a peer coach once annually. The first evaluation occurs within 90 days of employment. All new teachers to Forest Lake Areas Schools go through an induction process and are assigned a building host mentor. All new teachers will also choose a teaching mentor familiar with their curriculum for support throughout the first year.

The three formal observations will take place according to the following schedule:

First observation – September through November

Peer Coach Observation – September 15 through December 30

Second Observation – December through January

Third observation – February through March

Evidence of Teacher Practice

Evidence gathered by an administrator largely comes from classroom observations and other times when the principal is in contact with a teacher (such as PLC meetings, classroom walk-throughs, parent meetings, conferences, etc.). When an administrator offers feedback and documents formal and informal observations, he/she references domains and indicators specific to the evidence and feedback. Other evidence of teacher practice is from a teacher's Q Comp Annual Summary.

If a teacher submits a portfolio for the High Cycle Evaluation, the evidence must also be considered for the teacher practice component.

Determining Rating for Teacher Practice

To determine a rating for teacher practice, an administrator collects all evidence from the three-year professional review cycle activities including

- documentation from formal and informal observations by the administrator,
- longitudinal data of student engagement collected by the administrator,
- Teacher self-reflection
- teacher's portfolio (optional)

The administrator reviews the body of evidence for teacher practice aligns evidence to the Performance Standards for Teacher Practice Rubrics. The administrator interprets the evidence within the context of these benchmarks to draw conclusions about performance in each of the areas of planning, instruction, environment, professional responsibilities, and student engagement to then determine a rating for the teacher practice. Ratings are recorded in the Teacher Practice section of the High Cycle Evaluation Rating Form on pages 34 and 35.

Part Two – Student Learning and Achievement

The use of student achievement data for the purposes of teacher evaluation is a new practice for Forest Lake Areas Schools. Minnesota Statutes §122A.40 and §122A.41 require that a minimum of 35% of a teacher's evaluation be based on student achievement data; to this effect, student learning and achievement is 35% of the final summative performance rating for a teacher in Forest Lake.

Two components will make up the final 35%. The individual student achievement goal will count as 25% of the 35%, and the site goal will count as 10% of the 35%.

In the fall of each year, all teachers will work with a peer coach to set an individual student achievement SMART goal based on state assessments, district approved local assessments, or pre and post assessments. Teachers will fill out the Professional Growth Plan/Individual Student Achievement Goal form (p. 31) and submit it to an administrator for approval. Please see form in the Resources and Forms section. At the end of the school year peer coaches will fill out the Q Comp Summative Assessment Report for each teacher on their caseload to indicate whether the Individual Student Achievement Goal was met, and submit the report to an administrator. During the High Cycle Evaluation year, an administrator will review all three years of data and assign a Student Learning and Achievement Rating (see Table C).

Student Learning Goals

A student learning goal is a measurable, long-term student academic growth target that a teacher sets at the beginning of the year. These goals demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course/year. A learning goal could include all students or target specific students. Each goal be written as a SMART goal.

Determining the Rating for Student Learning and Achievement

Student learning and achievement constitute 35% of a teacher's evaluation results. Results of the student learning goals collected over the three-year cycle will be used to determine the rating for student learning and achievement. An administrator will use the numeric values on Table C to assign student learning and achievement ratings.

Student Learning and Achievement Rating	Levels of Performance for Individual Student Achievement Goal 25%
2.5	The teacher has shown growth for students and/or targeted populations.
1.5	The teacher has not shown growth for students and/or targeted populations.

Student Learning and Achievement Rating	Levels of Performance for Site Goal 10%
2.5	The teacher has shown growth for students and/or targeted populations.
1.5	The teacher has not shown growth for students and/or targeted populations.

Table C: Student Learning and Achievement Rating

High Cycle Evaluation

An administrator will complete a High Cycle Evaluation during the third year in the three-year professional review cycle (per statute and district guidelines for probationary teachers). The evaluation will be based on all evidence collected through the following:

- student engagement data (collected at a minimum of three (3) times each year during administrator classroom walk-throughs)
- teacher's reflection on Professional Growth Plan
- student learning and achievement data – (Individual Student Achievement Goal and Site Goal)
- formal observation of teaching practices during the summative year (at least one for continuing contract teachers during the 3-year cycle)
    - Formal observation will include a pre-conference, an observation, and a post conference.
    - Teacher will complete Pre/Post Observation form.
    - The observing administrator will complete a High Cycle Evaluation Report shortly after the post conference.

Determining the Final Performance Rating for the High Cycle Evaluation

For the High Cycle Evaluation, the assigned summative evaluator first determines a rating for each of the three parts of Teacher Growth, Development, and Evaluation System: teacher practice; student learning and achievement; and student engagement. The three ratings are then used to numerically calculate a summative score and final summative performance rating for a teacher.

Final Performance Rating

Using the rating for each of the three parts of the evaluation system, a summative evaluator uses a numerical approach to combine the three ratings. In the numerical approach, the three ratings are quantified, weighted, and added in order to generate a summative score. Ranges of summative scores then determine the summative performance rating for a teacher. Administrators use the following process:

1. Assign a numerical value to the ratings for each part of the evaluation system. (See columns 1 and 2 in the example in Figure 3)
2. Multiply the numerical value for each part by the weight assigned to that part. (See column 3 in the example in Figure 3)
    a. Teacher Practice—45%

   b. Student Learning and Achievement—35%

      i. Individual Student Achievement Goal-25%

      ii. Site Goal-10%

   c. Student Engagement—20%

3. Add the three resulting products together to determine the summative score. (See column 4 in the example in Figure 3)

4. Determine the final performance rating by applying the ranges for summative scores below. (See the circle and arrow in the example in Figure 3)

	Performance Level	Weight	Score
I. Student Engagement	3	.20	.6
II. A. Student Learning and Achievement: Individual Student Achievement Goal	2.5	.25	.625
II. B. Student Learning and Achievement: Site Goal	2.5	.10	.25
III. Teacher Practice	3	.45	1.35
Summative Score (Sum of column scores)			2.825

FINAL PERFORMANCE RATING 2.825

  [X] **PROFICIENT 2.00-4.00**

  [ ] **LESS THAN PROFICIENT 1.99-or less**

Figure 3: Determining the Summative Performance Rating

The summative evaluator uses the High Cycle Evaluation Rating Form on page 34 to document ratings of parts of the evaluation system, calculate the summative score, and document the final performance rating.

Based on this summative rating, continuing contract teachers with a final performance rating of proficient enter a new three-year professional review cycle. The first step is to develop a new Professional Growth Plan, which will guide professional learning during the new cycle. A continuing contract teacher who receives a rating of less than proficient will typically begin Teacher Improvement Process (TIP). A teacher in TIP will work with an administrator to determine appropriate goals and activities for his/her new Professional Growth Plan.

The Teacher Improvement Process

Licensed district administrators assess and evaluate teacher performance in the Forest Lake Area School District. If the High Cycle Evaluation shows a teacher to be performing at less than proficient, the teacher will be supported through the Teacher Improvement Process. A continuing contract teacher with a final summative performance at less than proficient will be supported to improve through TIP with specific goals and timelines.

TIP
1. Teachers who enter TIP will be observed by an administrator during all three observations the following year and receive additional support from Peer Coaches
2. At the end of one year in TIP, teachers who receive a rating of Proficient on their Summative Assessment Report will continue in their regular three-year observation rotation cycle for TDE the following year.
3. At the discretion of the administrator, at the end of one year in TIP, in accordance with Minnesota Statutes §122A.40 and §122 A.41, a teacher who does not make progress after receiving adequate support through TIP will continue in TIP and may be subject to disciplinary intervention.

Teacher Development and Evaluation Appeals Process

If a teacher believes the High Cycle Evaluation is not representative of his/her performance, the following appeals process will be followed.

A teacher may appeal a decision of the summative evaluator in the following areas:

- Part One: Teacher Practice (Forest Lake Area Schools Standards of Performance) and Longitudinal Student Engagement data
- Part Two: Student Learning and Achievement
- High Cycle Evaluation Performance Rating

On or before June 30th, the teacher will submit a request, in writing, to the Director of Administration and Human Resources and FLEA President, to appeal an evaluation rating. The request will contain the following information:

- teacher's name
- date
- the reason for the appeal
- copy of
    - Professional Growth Plan
    - Teacher self-reflection (Pre and post observation form)
    - Results of formal observation
    - High Cycle Evaluation Rating report
    - Portfolio evidence (optional)

1. The appeal will be heard at a Teacher Development and Evaluation Appeals Committee meeting. The Teacher Development and Evaluation Appeals Committee is made up of the following representatives: Director of Administration and Human Resources, district designee, FLEA President, and other FLEA designee.

2. All appeals will be heard by the Teacher Development and Evaluation Appeals Committee by August 15. The teacher appealing may present evidence at a scheduled meeting prior to any decision being rendered. A decision will be made by August 31, and the Director of Administration and Human Resources will notify the teacher of the status of the appeal.

Induction and Mentoring for New Teachers

Forest Lake Area Schools has an Induction and Mentoring Program designed to

- accelerate the instructional skills of new teachers.
- facilitate socialization of new teachers into the philosophy and culture of the District and school.
- promote professional and personal well-being of new teachers.
- increase retention of new teachers and promote positive attitudes toward teaching.

The importance of providing support, guidance, and the encouragement of personal and professional growth to new teachers is mutually recognized and valued by teachers, district administration and FLEA. All have a strong commitment to support the program. Each new teacher is assigned a building host mentor and teaching mentor. Mentors are experienced teachers who remain in their regular teaching assignments while working with probationary teachers called "mentees."

Resources and Forms

Forms included in this section are templates, which may be modified as needed.

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.

<u>Goal Statement</u>

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.

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.

Student Engagement Walk-Through Form

* Required

Teacher Name *

[ ]

Administrator Name *

[ ]

Subject Observed *

[ ]

Observed Forms of Student Engagement *
Select all that apply

- [ ] Sustained Writing
- [ ] Sustained Reading
- [ ] Math Computation
- [ ] Taking Notes
- [ ] Using Technology
- [ ] Hands-On Manipulatives
- [ ] Taking Assessment
- [ ] Listening
- [ ] Research
- [ ] Discussion
- [ ] Drill/Book Work
- [ ] Whiteboards
- [ ] Choral Responses
- [ ] Think, Pair, Share
- [ ] Other: [ ]

Students working... *
Select all that apply

- [ ] Whole Group
- [ ] In Large Groups
- [ ] In Small Groups
- [ ] In Pairs
- [ ] Independently

Teacher Engagement *
Select all that apply

- [ ] Whole Group
- [ ] Small Group
- [ ] Assisting Individual Students
- [ ] Conferencing
- [ ] Lecturing
- [ ] Modeling
- [ ] Demonstrating
- [ ] Reading Aloud
- [ ] Assessing
- [ ] Monitor/Adjust
- [ ] Checking For Understanding
- [ ] Other: [ ]

Student Engagement *

- ( ) 90%-100% (4)
- ( ) 75%-89% (3)
- ( ) 74%-50% (2)
- ( ) 49%-0% (1)

Comments

[ ]

Submit

33

HIGH CYCLE EVALUATION RATING FORM

Teacher _____ **Date**_____

Administrator _____

I. STUDENT ENGAGEMENT

An Administrator will complete a minimum of three (3) classroom walk-throughs each year in the three-year review cycle. Scores from classroom walk-throughs will be placed in the appropriate box.

	Walk-through #1	**Walk-through #2**	**Walk-through #3**
Year 1			
Year 2			
Year 3			

Student Engagement Rating =_____
(Average of nine (9) classroom walk-throughs)

II. STUDENT LEARNING AND ACHIEVEMENT

An Administrator will complete this section after reviewing learning goal results for all three years of the review cycle.

A.   **B.**

Student Learning and Achievement Rating	Levels of Performance for Individual Student Achievement Goal	Student Learning and Achievement Rating	Levels of Performance for Site Goal
2.5	The teacher has shown growth for students and/or targeted populations.	**2.5**	The teacher has shown growth for students and/or targeted populations.
1.5	The teacher has not shown growth for students and/or targeted populations.	**1.5**	The teacher has not shown growth for students and/or targeted populations.

Learning and Achievement Rating =_____   **Learning and Achievement Rating =_____**
(Individual Student Achievement Goal)   (Site Goal)

III. TEACHER PRACTICE

An Administrator completes one formal observation every three years. After the Administrator has completed the appropriate rubric, they will average the score for each domain, and enter that data below. If a teacher submits a portfolio, an Administrator must review information in the portfolio before assigning a performance rating.

Domain	Performance Rating Average
Planning	
Environment	
Instruction	
Professional Responsibilities	

Average of performance ratings for all domains = _____

FINAL PERFORMANCE RATING

	Performance Level	Weight	Score
I. Student Engagement		.20	
II. A. Student Learning and Achievement: Individual Student Achievement Goal		.25	
II. B. Student Learning and Achievement: Site Goal		.10	
III. Teacher Practice		.45	
Summative Score (Sum of column scores)			

FINAL PERFORMANCE RATING = _____

☐ **PROFICIENT   2.00-4.00**   ☐ **LESS THAN PROFICIENT   1.99-or less**

Key Strengths:

Priority Areas for Development:

Additional Comments:

Teacher Signature _____Date _____

Administrator Signature _____Date _____

Standards of Performance Rubrics for Teachers

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 inconsistence 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.