



Delano Public Schools

*Providing Systemic Growth Toward Educational Excellence for Every Learner*

# **Teacher Development and Evaluation Program (TDE) 2025**

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A Joint agreement between Delano Teachers Association and ISD 879 Board of Education

# Agreement

The Teacher Development and Evaluation Committee (TDEC) is led by one co-chair selected by the Delano Teachers Association Executive Council and one co-chair selected by the Delano Public Schools (DPS) Board of Education, ISD 879. Members of the Committee are selected by the co-chairs to create and periodically review the Delano TDE for compliance with statutory requirements and local Teacher development needs.

The 2023-25 TDEC and DPS have jointly developed the Delano TDEP to satisfy the requirements of Minnesota Statute 122A.40 Subd. 8 and this 2025 revision includes requirements to satisfy Minnesota Statute 122A.41 Subd. 5. Should the Minnesota Legislature make changes to relevant statute(s) for TDE or the Alternative Teacher Professional Pay Program (QComp), the Teacher Development and Evaluation Committee will reconvene upon the request of either the District or DTA to determine the future applicability of the TDEP. In addition, should the district or DTA decide to modify the agreement, a notice must be provided to the other of the desire to re-establish the TDEC. Both the District and DTA recognize that a failure to notify the other to form a TEC prior to June 29th will lead to joint participation in the Delano TDEP during the following school year. If, upon commission of a TEC, both parties are unable to jointly agree on an evaluation plan, the state model, as provided by the Minnesota Department of Education, must be used.

Delano Teachers Association ratified the agreement among its members on \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ DTA, President

The Board of Education, ISD 879 approved the agreement on \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Board of Education ISD 879, Chair

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## Background

The Minnesota Legislature passed new statewide Teacher development and evaluation requirements which govern Teachers (MN Statutes 122A.40 & 122.41) in 2011, requiring implementation by the 2014-15 academic year. A TDE Committee met and created the DPS plan during 2013-14, merging the new TDE requirements with existing QComp plan components. The Committee completed a revision which was adopted by DPS District and DTA agreement.

The present document is the result of the TDE Committee updating the DPS program to incorporate new statutory requirements for developing, embedding, and evaluating culturally responsive practices into the observation rubric by the 2025-26 academic year.

## Plan Components

### Mentorship

Teachers will be assigned a mentor in accordance with their licensure status as defined by the Minnesota Professional Educator Licensing Board (PELSB). During their first year in DPS, Tier 3 and Tier 4 Teachers will be assigned a Tier 3 or Tier 4 Mentor. For Teachers licensed under Tier 1 and Tier 2, a Tier 3 or Tier 4 Mentor will be assigned for each year of employment under that licensure. Mentors will be assigned based on the building administrator's determination of the colleague who is best suited to support the newly hired Teacher based on years of experience, similarity of position, and the consistent demonstration of desired skills. The Mentor will be an experienced Tier 3 or 4 mentor Teacher who is not currently on a Professional Coaching Plan and voluntarily agrees to mentor the Mentee Teacher. The Mentor/Mentee will meet at least once per month, building a collaborative relationship with a focus on the exchange of knowledge, skills, and experiences, including the needs and questions of the Mentee.

The purpose of Mentors is to provide a comfortable liaison between new Teachers and the rest of the dynamics within the school building. In addition to participating in an extended summer workshop for the induction of new employees, new Teachers will meet with the Mentor Coordinators at scheduled meetings to facilitate the induction of the new Teachers.

### Individual Growth and Development Plan - IGDP

The IGDP IS required by MN statute. Teachers will meet the Individual Growth and Development Plan (IGDP) requirement as part of their QComp Group Growth Goal, which will describe a goal for professional growth. The goal should be consistent with standards of best practice and may be aligned to implementing a collaborative group goal, grade-level goal, subject goal, district goal, Common Core strand or other initiative. The goal should be developed in SMART format. The Group Growth Goal will be submitted to QComp by October 15 of each year and the QComp PLC leaders will provide administration a list of any Teachers who do not meet this deadline to satisfy the IGDP requirement. Throughout the year, Teachers are expected to review their action plans and reflect on their progress. A final summary and reflection of IGDP completion should be submitted to QComp May 15th and QComp PLC leaders will inform administrators of any Teachers who do not meet this deadline.

### Student Growth Plan - SGP

The Student Growth Plan accounts for 35% of the summative evaluation required by MN statute. The purpose of the SGP is to guide a Teacher's effort toward improving student achievement. The SGP is a student-centered SMART goal,

the relevant data to provide context for the goal, and the ongoing action plan for the Teacher to meet the goal. The SGP must be submitted by individual Teachers by October 15th for administrative review and approval. Teachers will then review their action plans and reflect on its effectiveness throughout the year. A final reflection of the plan and end results must be submitted no later than May 15th for administrative review and approval. The data used to develop the SMART goal may be derived from state or district assessments, local assessments tied to state or local standards, or other measurable student performance data.

## Observations

### Mini

These observations are short (10-15 minute) observations conducted by administrators. Each building administrator will establish a “mini observation form.” Administrators are required to provide the rubric of this observation tool to their staff during pre-school workshops. The established form must include:

- Date/Time of observation
- Observations of the Teacher/students in the classroom (i.e. What is happening in the classroom?).
- Questions/comments
- Any additional information determined to be relevant to the site administrator.

Following a mini observation, the administrator must provide documentation and follow up communication with the Teacher within two school days. Any concerns observed by an administrator during the mini observation must be discussed as part of a post conference meeting within the two school day timeline. For Teachers working in multiple buildings, a primary administrator will be assigned to complete the mini observations and the formal observation, if

### Formal

The formal observation is a full period observation using the observation documents (pre observation form, running observation record, post observation form) from the formal observation rubric. The first formal observation for probationary, Tier 1, and Tier 2 Teachers will be completed within their first 90 days. The administrator will schedule a post observation conference within two school days of the observation for the purpose of the post conference and completion of the documents. Formal observation documents will consist of the formal observation rubrics, which will also be used for QComp to align administrator and peer observations. Any concerns observed by an administrator during the formal observation must be discussed as part of a post conference. Administrators will schedule formal observations of Teachers and Teachers will schedule their peer observations for QComp accordingly in two other trimesters to ensure QComp timing of observation requirements are fulfilled. All formal observations must be completed by April 15th of each school year. Building administrators will communicate the assigned administrator and scheduled trimester for the formal observation component before September 15th of each school year.

## Portfolio

Any Tier 2, Tier 3, or Tier 4 Teacher may choose to utilize a portfolio to summarize and evaluate professional growth and performance. This option may be especially relevant for positions that do not serve students in a typical classroom fashion. Should the Teacher determine that the portfolio is a preferred option, they must meet with their administrator to determine acceptable artifacts by October 15th. Artifacts must include the following:

1. Professional standards to be addressed in Individual Growth and Development Plan (IGDP) SMART goal submitted in their QComp Group Growth Goal
2. Student Growth Plan (SGP) SMART goal

3. Data, Student Work Samples, and/or Teacher Work Examples demonstrating knowledge and/or execution of applicable professional standards
4. Final summary and reflection of IGDP and SGP, along with Portfolio completion, by April 15

As much as possible, Teachers are encouraged to utilize relevant professional standards documents to support the creation of a portfolio used to evaluate the Teacher according to the nature of his/her position. Teachers interested in the portfolio option should meet with their administrator prior to developing a portfolio plan by October 15. Teachers selecting the portfolio option must still complete the formal observation requirements of the QComp program, including a formal observation by an administrator at least once per three year period.

## Summative Evaluation

A Summative Evaluation must be completed by the last Teacher contract day of each school year and is completed with Probationary Teachers, Tier 1 Teachers, Tier 2 Teachers, and Continuing Contract Teachers on Year 3 (on-cycle). A copy of the Teacher's Summative Evaluation will be kept in the Teacher's personnel file with the District Office.

## Evaluation Cycle

Prior to the start of each school year, building administrators will publish a roster of Teachers designating their cycle year. Placement on the evaluation cycle determines which of the above listed components are required by the Teacher and assigned administrator. See the chart at the end of this document for specific requirements by evaluation cycle placement.

## Professional Coaching Plan - PCP

### **STEP ONE: Prior to the Creation of a PCP**

If the administrator sees an issue of concern in an area of the Teacher Standards of Practice during a Teacher observations or portfolio review, the administrator will inform the Teacher in the post-observation meeting. The administrator will specify the area of concern or deficiency, the specific Teacher actions or practices that the administrator expects the Teacher to demonstrate to remediate the deficiency, and will notify the Teacher that they are being put on an "accelerated observation schedule." The accelerated schedule will entail a minimum of three total administrator observations, with at least one completed by a second administrator, culminating in a summative evaluation. An accelerated schedule will automatically trigger the summative evaluation and movement of the Teacher to "Year 3" status regardless of their current year status.

The accelerated observation schedule enables the administrator to determine if the area of concern is an ongoing pattern, or was an isolated occurrence during an earlier observation. It also allows the Teacher additional administrator input and the opportunity to correct the area of concern. If the area of concern is not corrected by the summative evaluation, after administrator input from the accelerated observation schedule, the Teacher will be rated "Does Not Meet" in the appropriate professional domain on the summative evaluation rubric. The administrator will explain this rating in person during the summative evaluation conference. The rating of "Does Not Meet" (DNM) in any area, with the exception of student data performance, will trigger the creation of a PCP.

If the Teacher does not demonstrate improvement in that standard of practice during the accelerated observation process, a licensed administrator in a supervisory position in the district will issue a "Does Not Meet" Teacher rating on a summative evaluation and facilitate the PCP. The administrator will schedule a meeting with the Teacher and the

Member Rights advocate from the Delano Teachers Association, or similar union representation of the Teacher's preference, within five school days to initiate the Professional Coaching Process.

## **STEP TWO: Creation of a PCP**

During the PCP development meeting, the administrator, Teacher, and Member Rights advocate (if present) will collaborate to resolve identified performance concerns. The following information must be documented in the plan:

- Area(s) of concern related to the Teacher Standards of Practice
- Specific Teacher actions or practices that will result in the Teacher meeting the Standard(s)
- Improvement goal(s) which must be specific, measurable, attainable, results-based, and time-bound
- Supporting strategies, which may include but are not limited to:
  - a. Professional workshops or conferences
  - b. Books
  - c. Peer coaching, mentoring, or other form of peer support
  - d. Additional evaluator or peer reviewer points of contact
  - e. Curriculum resources
  - f. Videos of classroom teaching
  - g. Targeted professional development
- Method(s) the evaluator will use to gather evidence of improvement. These may include specific activities as described in the evaluation model or others as described during the PCP development meeting
- The type, form, and frequency of feedback the Teacher will receive during this phase (e.g. regular meetings with the evaluator, regular written communications, evaluation observations, points of contact documentation, etc.)
- A time frame for formative feedback on progress as well as a summative assessment of progress which will take place over at least three months, excluding summer break months, after the development of the Professional Coaching Plan. The summative assessment of progress will take place in a face-to-face meeting between the administrator, the Teacher, and a Member Rights advocate from the Delano Teachers Association, or similar union representation of the Teacher's preference. The summative assessment meeting will result in a decision to do one of the following:
  - a. Exit the Teacher from the Professional Coaching Plan and resume the annual Individual Growth and Development Plan process
  - b. Modify the Coaching Plan
  - c. Discipline the Teacher for unsatisfactory progress during the Professional Coaching Plan

As long as the PCP is in effect, the PCP will replace the Individual Growth and Development Plan for the Teacher and the Teacher will receive assistance and support toward the PCP goal(s)

The Teacher may request the support of a peer or peers as part of their PCP. The peer(s) may serve in a coaching or mentoring role and must be approved by the administrator. The peer will not evaluate the Teacher or the Teacher's progress in the PCP.

## **STEP THREE: Engage in the Professional Coaching Plan**

While implementing the coaching plan, there are expectations for both the Teacher and the administrator.

### *Expectations of the Teacher*

- Participate in the activities identified in the plan developed in step 2

- Participate in the collection of evidence related to the measurable goals identified in step 2
- Be open and flexible in implementing different and/or refined strategies to improve his/her performance
- Maintain a proactive stance in his/her own professional improvement
- Engage in professional reflection ascertaining what is effective practice and what practice(s) need improvement
- Be responsible for maintaining anecdotal notes (if desired).
- Ask for clarification from the principal, direct supervisor, an exclusive representative, superintendent or designee when needed
- Be responsible for meeting deadlines, appointments, scheduled observations, and other agreed upon timelines

#### *Expectations of the administrator*

- Provide feedback and relevant support opportunities identified in step 2
- Give encouragement and informal support for improvement of performance
- Be open and available for clarification at the Teacher's request
- Monitor the Teacher's performance for improvement
- Adhere to the feedback timelines for meetings which outline the regular meetings with the evaluator, regular written communications, evaluation observations, points of contact documentation, etc.

#### *Expectations of the Peer Coach/Mentor (if established)*

- The Peer Coach/Peer Mentor keeps a log of meetings in order to document actions taken to assist the Teacher and recommendations made by the administrator (Note: The log will not provide evaluative statements regarding progress of the Teacher toward the improvement goals.)
- Peer Coach/Mentor observations and dialogues with the Teacher are not recorded in writing, are not reported to the administrator, and are not part of the assessment of results in step 4
- The Peer Coach/Mentor may offer multiple strategies related to the improvement goals from which the Teacher may choose and/or give direct observational feedback to the Teacher
- Strict confidentiality is maintained by the peer coach/mentor and no reference is made to the name of the Teacher or the school where the peer assistance is being provided.

### **STEP FOUR: Assess the results of the coaching plan**

At the end of the plan and the time frame established in step 2, the Teacher, the administrator, and any peer/mentor (by Teacher invitation) during the PCP process will meet to assess progress of the Teacher toward resolving the area of concern. The assessment of progress will be documented in writing, following the plan and goals developed in step 2.

#### *Evidence to review*

- Teacher's personnel file
- Agreed upon improvement plan with measurable goals in the assistance and support phase
- Documentation of the measures of progress aligned with the goals
- Additional evidence that the Teacher wants considered
- Description of the recommendations and support provided by the district, such as: professional workshops or conferences; books; peer coaching or peer mentoring; additional evaluator points of contact and feedback; curricular resources; videos of classroom teaching; and/or targeted professional development
- Evidence collected by the administrator



- Past summative evaluations may be considered

#### *Criteria for decision-making*

- Progress toward meeting the goals identified for improvement in the improvement plan
- Current performance level (consideration for past performance may be given)
- At the conclusion of the meeting, one of the following determinations will be made by the administrator about the Teacher's status:
  1. Leave the assistance and support phase. The Teacher writes an Individual Growth and Development Plan and re-enters the three-year professional review cycle
  2. Extend the assistance and support phase. Revise or begin a new improvement plan, repeating steps 1-4
  3. Move from the assistance and support phase to discipline

#### ***Discipline***

Minnesota Statutes, section 120A.40 and 120A.41 state that discipline "may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate."

#### **Observation and Evaluation Appeals Process**

The appeals process provides an avenue for a Teacher to dispute a rating from a summative evaluator, while allowing observation and evaluation activities to continue without delay. An appeals committee will be established, comprised of four people--two appointed by the Exclusive Representative and two appointed by the Superintendent. This appeals committee shall hear the concerns from the Teacher and examine the evidence and conclusions from the summative evaluator(s). All members of the committee should be trained in the evaluation process. Individual members of the committee must recuse themselves from cases where they have a conflict of interest.

A Teacher may use the appeals process by (1) notifying the Superintendent and Exclusive Representative President in writing of the intent to appeal within ten school days of receiving the disputed rating and (2) submitting in writing the appeal within 30 school days of receiving the disputed rating. The Teacher must also submit a copy of the appeal to his or her principal or supervisor. In the appeal, the Teacher states the factual basis for the appeal and identifies the evidence to support the appeal. Within ten school days of receiving the notice of intent to appeal, the summative evaluator shares all pertinent evidence used to determine the disputed rating. Pertinent evidence may include the documents and materials submitted by the Teacher to the summative evaluator as evidence of Teacher practice as well as the summative evaluator's feedback from points of contact.

Within 20 school days of submission of the appeal, the appeals committee must consider the appeal, review the evidence supporting the rating, and either (1) respond in writing to the appeal with a ruling or (2) request additional information in writing from an interview and/or a classroom observation.

#### **Appeals Committee Ruling**

The appeals committee may uphold or overturn the rating in response to the Teacher's appeal. The appeals committee overturns the rating if three of its members conclude that the rating under review is erroneous. An appeals committee may consider a summative evaluator's failure to follow protocols or timelines established in the Observation and Evaluation Model in their decision. If the appeals committee determines by majority vote that the Teacher's appeal is to be granted, the appeals committee shall revoke the rating under appeal and issue the Teacher

an appropriate rating. A different qualified and trained summative evaluator should be considered by the committee for the Teacher during the next school year.

If the appeals committee determines the evidence supporting the rating to be insufficient to make a ruling on the appeal, then the committee may schedule an interview with the Teacher and with the summative evaluator(s) who assigned the rating and/or contributed evidence from classroom observations. The interview takes place within 10 school days of its written request for an interview.

### **Classroom Observation**

After reviewing the evidence supporting the rating, the appeals committee may determine that an extended classroom observation of the Teacher will take place to assist the committee in its determination. If an extended classroom observation is requested, the appeals committee must meet with the Teacher within 10 school days of its written request to schedule the observation. The appeals committee members must conduct the extended classroom observation.

If additional information was requested, the appeals committee must issue its ruling in writing within 20 school days of that request. After a review of the ratings and evidence supporting the ratings, any interview with the Teacher and summative evaluator, and any extended classroom observation, and following deliberation, the ruling should be reached as outlined above.


<b>Deadline</b>	<b>Process Event</b>
Within 10 school days of receiving the disputed rating	Teacher must notify the Superintendent and the Exclusive Representative (DTA) President of the intent to appeal
Within 10 school days of submission of the intent to appeal	Summative evaluator(s) share all evidence used to determine the disputed rating with the Teacher
Within 30 school days of filing the intent to appeal	Teacher must submit the appeal identifying the factual basis for the appeal and identifies the evidence to support the appeal
Within 20 school days of submission of the appeal	<p>The appeals committee must respond to the appeal with a ruling.</p> <p style="text-align: center;">OR</p> <p>The appeals committee must respond to the appeal with a request for additional information.</p> <p>*If an interview with the Teacher and summative evaluator is requested, the interview must be conducted within 10 school days of the request and conducted by the appeals committee</p> <p>*If a classroom observation is conducted, a meeting with the Teacher to schedule the observation must be conducted within 10 school days of the request and conducted by the appeals committee</p> <p>*If additional information was requested, the appeals committee must respond to the appeal with a ruling within 20 school days of the request for additional information</p>

An appeal does not delay any activities in the Observation and Evaluation Model, including the commencement of the Professional Coaching Plan process for the Teacher appealing a rating.

## Appendices - Forms List

IGDP: from QComp Group Growth Goal

[SGP](#)

Formal Observation Rubric (2025)  **Proposed Delano Public School Observation Rubric**

[Formal Observation Form](#)

[PCP](#)

[Summative Evaluation Summary Form](#)

[Summative Evaluation Rubric](#)

Portfolio Summative Evaluation Form

[Principal Observation Confirmation](#)

Component	Cycle Year			
	Probationary and all Tier 2 and Tier 1 Teachers	Year 1 Continuing Contract Teachers	Year 2 Continuing Contract Teachers	Year 3 Continuing Contract Teachers
<b>Mentorship</b>	Tier 3 or Tier 4 Teacher as a Mentor every year while in this category	None required	None required	None required
<b>IGDP</b>	Teachers must submit to meet the QComp October 15 and May 15 deadlines			
<b>SGP</b>	Teachers must submit to administrator to meet the October 15 and May 15 deadlines			
<b>Formal Observation</b>	1 admin, completed within the first 90 days; 2 peer as part of QComp	3 Peer as part of QComp	3 Peer as part of QComp	1 admin; 2 peer as part of QComp
<b>Mini Observations</b>	4 minis, with 3 completed by March 15th	None required	None required	2 with final by March 15th
<b>Summative Evaluation</b>	By last contract day of the school year	NA	NA	By last contract day of the school year