

The Becker Teacher Evaluation Plan has been completed and approved by the BEA. The teacher evaluation plan, enacted as 122a.40, Subd. 8, by the 2012 legislature requires the approval of the teachers union and the school board. The statute provides that a plan developed by the state is enacted if the teachers and school district cannot agree on a local plan. A committee of 12 teachers, 6 principals, the Director of Curriculum and Instruction and I developed the plan over a period of 17 months beginning in December of 2013. **I recommend approving the Teacher Evaluation Plan.**

**BECKER SCHOOL DISTRICT
TEACHER EVALUATION PLAN**

In Compliance With
MS 122A.40

This plan can be reviewed annually at the discretion of the BEA or District #726. The plan will be reviewed by a committee comprised of eight teachers (2 from each building) appointed by the BEA and eight representatives appointed by District #726.

Individual Growth and Development Plan (IGDP)

Name:

Plan draft due to administrator by _____
(date mutually agreed upon between teacher and administrator- around mid-October)

Reflection due to administrator by _____
(date mutually agreed upon between teacher and administrator- March-May)

School Year:

Plan Year: 1 2 3

Professional growth goal:

- *SMART Goal Format: (Specific, Measurable, Attainable, Results-oriented, Time-bound)*
- *Connection to Student Learning*

For Year 3 Only

Summative Observation

Planned date for pre-observation _____

Planned date for observation: _____

Planned date for post-observation: _____

“The only real mistake is the one from which we learn nothing.”

— Henry Ford

Outline plan to achieve the goal

Action Step	Timeline	Evidence/Data Collected*	Support (if needed): eg., Instructional framework, professional District resources, expert assistance, or professional development

*Evidence for measuring progress (see appendix):

Plan Reflection

What did you learn as a result of this work?
In what ways will your learning impact future instruction?
What do you anticipate to be your next step(s)? How could these areas be incorporated into your next plan?

Appendix ~ Examples of evidence measuring progress toward teacher goal

<p>Standardized test scores Classroom test scores Units in alignment with standards Curriculum outlines or maps Lesson plans Standards-aligned assessments and rubrics Student achievement on summative Assessments Book/material selection considerations Scaffolding plans Physical layout of room/teaching area Seating arrangements Classroom expectations Homework guidelines and expectations Behavior interventions Establishing classroom routines Managing group work Parent information Communicating with parents Substitute plans Use of formative assessments</p>	<p>Review, reteaching, or reinforcement activities Options for differentiation Options for student choice Grading plan and gradebook Flexible grouping plans Student work samples Curriculum integration plans Use of technology to enhance instruction Videotapes of class Teacher reflective journal Professional involvement (team, PLC, building committees, district committees, professional organizations) Mentorship Evidence or artifacts to be agreed upon with principal Participation in courses, workshops, conferences Presentations at meetings or conferences Professional reading Contributing to professional publications Extensions or enrichment activities</p>
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Student Growth Data

	Shared Performance Goal	Growth Data	Group/Class Learning Goal
Group 1 Teachers: HS Math/Science/English MS Math/Science/English 1st, 2nd, 4th-6th Classroom Teachers ELL, SpEd (LD) Reading Specialists	15 points	10 points	10 points
Group 2 Teachers: Phy. Ed, Art, Tech Ed., Counselors, Music, Social Workers, Speech, District Nurse, SpEd (EBD, ASD), FACS, Business, BASE, HS Social Studies	15 points	0 points	20 points
Grade 3	15 points	0 points	10 points MCA Proficiency/ 10 points Class Goal
Kindergarten	15 points	0 points	10 points DIBELS/ 10 points Class Goal

Shared Performance Goal

Building goal - articulated by the principal based upon board/executive council goals.

- 15 points (Goal met all three years)
- 10 points (Goal met 2 out of 3 years)
- 5 points (Goal met 1 out of 3 years)

Growth Data

Average student growth from prior tested year's MCA data, if no MCA data, then NWEA data. Growth averaged over three years.

Explanation of Group/Class Learning Goals

A group/class learning goal is a measurable, long-term academic (if applicable) goal that a teacher sets at the beginning of each year for all students or for subgroups of students. Teachers responsible for multiple classes could have a learning goal for one class. This process demonstrates a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. Each goal or revision will be approved by building principal and should include:

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

Examples of Group/Class Learning Goals (These are ideas and teachers may have goals that are not on the list below.)

- I will reduce behavior referrals from my classroom to the office from 25 in 13-14 to 10 in 14-15.
- 85% of my 5th grade students will meet or exceed on Spring Math MCAs.
- 95% of students in 9th Grade Physics will pass 5 of 7 unit tests.
- My five 2nd grade reading intervention students will reach level 24 in Sonday System 1 by February.
- The five Free and Reduced lunch students in my 3rd grade class will make a full year's academic growth measured by NWEA/DIBELS/MCA.
- 85% of my caseload of special education/speech/DAPE students will meet all IEP goals.
- 75% of students in my HS drawing students will score a three or higher on the final project rubric.
- 75% of staff will avail of the opportunity to receive a flu shot in the scheduled clinic.
- 4 of 5 students in my First Grade small group will make progress in 'respectful behavior' as measured by the Direct Behavior Rating Scale.
- At least 4 of 5 students in my 9th grade social skills group will make progress in 'recognizing others perspective' measured by student self-reporting rubric and classroom teacher observation.
- 90% of students in my homeroom will achieve Perch level for the Big Fish Book Challenge in order to increase silent reading comprehension during the school year 2014-2015.
- 100% of students in 6th grade math class will increase their time by 30 seconds in division timed test in order to increase their basic math facts during the school year 2014-2015.
- 90% of 5th grade students will be able demonstrate their ability to use online resources to locate print or electronic resources for research, personal growth, or reading enjoyment.
- 100% of 5th grade students will be able to perform basic computer operations across multiple platforms.

Examples of Shared Performance Goals (These are ideas and teachers may have goals that are not on the list below.)

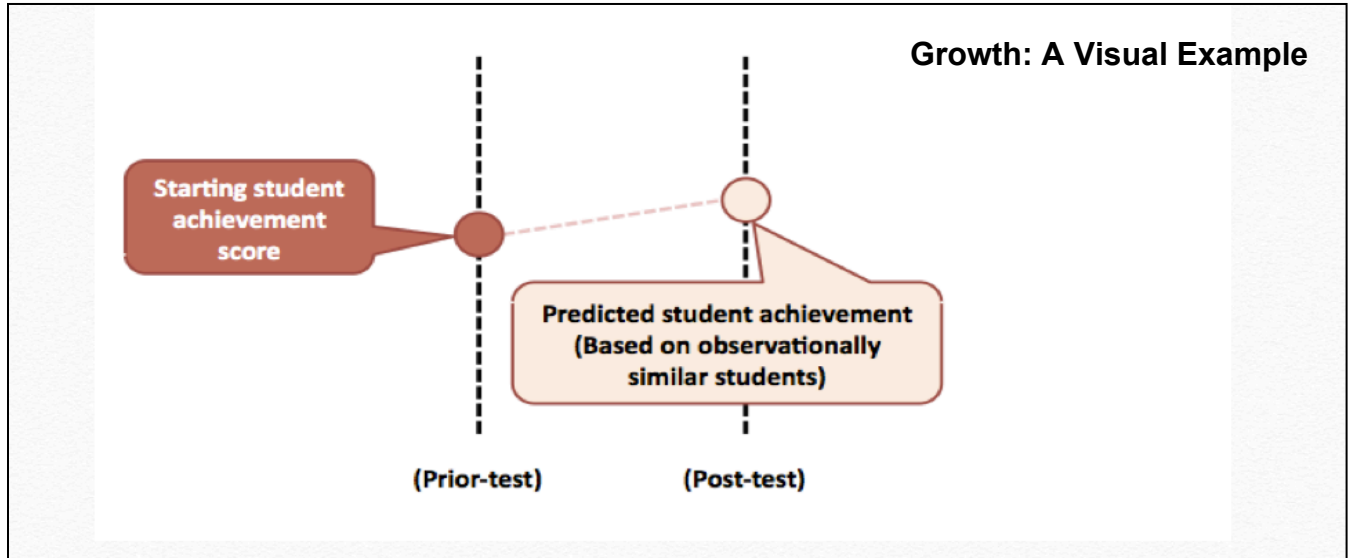
- 75% of Becker (Any School) students will meet or exceed proficiency based on the reading MCAs by May of 2015.
 - Classroom teachers may focus on one or two specific instructional strategies in the area of reading instruction.
 - Special education teachers may focus on a specific instruction strategy in reading instruction.
 - Phy. ed. department may focus their weekly character instruction by incorporating specific vocabulary instructional strategies.
 - Music and art may incorporate informational texts to give background knowledge for topics of study (songs and artwork from various cultures, etc.).
- An additional 10% of ELOs will be supported by technology applications at the “modification” or “redefinition” level on the SAMR scale by the end of the school year.
- 3. Common assessments will be completed for 80% of the ELOs which are included in the Middle School curriculum.

Explanation of Growth Z Score

Growth Z Score = (average student score – expected average score)/ Standard Deviation

Calculating growth for the average student:

Let's say 58 is the average Becker MCA student score for all students. The expected growth is 1. For the next testing year then, the expected MCA score for the average Becker student would be 59.



Practical Application

Teacher A has an average student score in their class of 62 – (minus) the expected average score of 59 for all students (62-59). This teacher had average growth that was 3 points higher than expected, or positive growth.

Teacher B has an average student score in their class of 57 – (minus) the expected average score 59 (57-59). This results in a score of negative 2 (-2).

The Z score is found by taking the growth for a teacher's class compared to the expected overall growth divided by the standard deviation for the teacher's class. The standard deviation is used because it measures the variability in the test scores.

Here is how the scenario would work for teachers A and B.

Year 1

Teacher A had a growth of 3 and the standard deviation for their class was 11 = or (3 divided by 11) = .27

Teacher B had a growth of -2 and the standard deviation for their class was 20 = or (-2 divided by 20)= -.1

Growth data would be averaged over three years and applies to any test that has an average score and an expected score.

Year 2

Teacher A had a growth of 1 and the standard deviation for their class was 15 = or (1 divided by 15) = .06

Teacher B had a growth of -1 and the standard deviation for their class was 7 = or (-1divided by 7)= -.14

Year 3

Teacher A had a growth of -2 and the standard deviation for their class was 8 = or (3 divided by 11) = -.25

Teacher B had a growth of 2 and the standard deviation for their class was 13 = or (2 divided by 13)= .15

Average Growth Data for Teacher A and B

Teacher A: $.27+.06+-.25/3 = .026$

Teacher B: $-.1+-.14+.15/3 = -.03$

Teacher A needed a growth score of 0 and earned a .026. So, teacher A would receive their learning goal points because their z score was above 0. Teacher B needed a growth score of 0 and earned a negative .03 (-.03). So, teacher B would NOT receive their learning goal points.

Student Survey and Reflection

Step 1: Student Survey

A student survey will be administered by the teacher to a minimum of one class/group per year (one homeroom class, one quarter section, one block, case load, etc). The teacher has the option to survey all of his/her students if desired. The survey can be completed at any time during the school year but the end of the course/year may be most appropriate.

For those staff members who service students in areas outside of the general classroom (social workers, speech, etc.), the survey will focus on specific goals/objectives that the teacher is working on with those students.

If a teacher already uses a student survey, he/she can continue to utilize the survey as long as the additional questions posted below are added.

Student surveys may remain anonymous.

Step 2: Reflection

After the teacher has reviewed the student survey results, a personal written reflection on the results will be completed (see reflection questions below). The teacher will reflect after each yearly survey, as well as summarize the longitudinal results during their year of formal evaluation.

The reflection component will be included in the evaluation file, not the actual survey results. **Survey results will not be available to administrators unless the teacher has been placed on an improvement plan and a review of the results is necessary for course of action.**

Optional: Instructional rounds/peer observation option

Participation in an instructional round/peer observation will be an optional component of the Student Engagement and Connection section of the evaluation tool.

Year of formal observation- teacher is included in an **instructional round** as deemed necessary by the principal (an instructional round is defined as an observation by one administrator and one staff member).

Years off from formal observation- peer observation by a member of teacher's PLC group as deemed necessary by the principal.

Primary School Student Survey


1. My teacher tells me what I am going to learn about.

 Yes  No

2. My teacher tells me how well I am doing in class.

 Yes  No

3. My teacher notices when I do well in class.

 Yes  No

4. My teacher notices if I am not interested.

 Yes  No

5. My teacher likes it when I answer questions.

 Yes  No

6. We have more choices to work on when we are finished with an activity.

 Yes  No

7. I can disagree with other students if I do it in a way that does not hurt their feelings.

 Yes  No

8. My teacher believes that I can learn.

 Yes  No

9. In our class, sometimes I have to answer challenging (hard) questions.

 Yes  No

10. My teacher likes me.

 Yes  No

Intermediate School Student Survey

1. My teacher tells me what I am going to learn about.

Yes **No** **Sometimes**

2. My teacher tells me how well I am doing in class.

Yes **No** **Sometimes**

3. My teacher notices when I do well in class.

Yes **No** **Sometimes**

4. My teacher notices if the work is too hard, just right, or too easy for me.

Yes **No** **Sometimes**

5. My teacher makes me want to learn.

Yes **No** **Sometimes**

6. My teacher likes it when I answer questions and I tell her/him what I think.

Yes **No** **Sometimes**

7. We move around a lot during class.

Yes **No** **Sometimes**

8. We stay busy learning in my class.

Yes **No** **Sometimes**

9. My teacher is excited about learning.

Yes **No** **Sometimes**

10. It is okay if I disagree with other boys and girls as long as I don't hurt their feelings.

Yes **No** **Sometimes**

11. My teacher knows all about me.

Yes **No** **Sometimes**

12. My teacher is aware of what is going on in my classroom.

Yes **No** **Sometimes**

13. My teacher believes that I can learn.

Yes **No** **Sometimes**

14. In our class, I have to answer hard questions.

Yes **No** **Sometimes**

15. I know my teacher likes me because _____.

Student comments:

Middle School Student Survey

1. My teacher clearly communicates what I am supposed to be learning during lessons.

I Strongly Agree I Agree I Disagree

2. My teacher helps me see how well I am doing during each unit.

I Strongly Agree I Agree I Disagree

3. My teacher notices when I do well.

I Strongly Agree I Agree I Disagree

4. My teacher notices when I'm not interested in what he or she is teaching.

I Strongly Agree I Agree I Disagree

5. My teacher makes learning interesting.

I Strongly Agree I Agree I Disagree

6. My teacher wants everyone to participate in class discussions.

I Strongly Agree I Agree I Disagree

7. My teacher asks me to move around during class.

I Strongly Agree I Agree I Disagree

8. My teacher keeps the class moving.

I Strongly Agree I Agree I Disagree

9. My teacher is excited about what he or she is teaching me.

I Strongly Agree I Agree I Disagree

10. My teacher encourages me to disagree with other students in a respectful way.

I Strongly Agree I Agree I Disagree

11. My teacher asks about my interests (My teacher wants to know more about me).

I Strongly Agree I Agree I Disagree

12. My teacher tells me interesting or unusual facts about what I am learning.

I Strongly Agree I Agree I Disagree

13. My teacher thinks that I can succeed.

I Strongly Agree I Agree I Disagree

14. My teacher expects me to answer difficult questions.

I Strongly Agree I Agree I Disagree

15. I know my teacher likes me because _____.

Student comments:

High School Student Survey

1. My teacher clearly communicates what I am supposed to be learning during lessons.
 - a. **Always**
 - b. **Often**
 - c. **Seldom**
 - d. **Never**

2. My teacher refers to the learning goal(s) during class.
 - a. **Always**
 - b. **Often**
 - c. **Seldom**
 - d. **Never**

3. The things I do in class are designed to help me achieve the learning goal(s).
 - a. **Always**
 - b. **Often**
 - c. **Seldom**
 - d. **Never**

4. My teacher encourages me to take ownership of my own progress.
 - a. **Always**
 - b. **Often**
 - c. **Seldom**
 - d. **Never**

5. My teacher notices when I am not interested in what he or she is teaching.
 - a. **Always**
 - b. **Often**
 - c. **Seldom**
 - d. **Never**

6. My teacher makes learning interesting.
 - a. **Always**
 - b. **Often**
 - c. **Seldom**
 - d. **Never**

7. This teacher makes class enjoyable most of the time.
 - a. **Always**
 - b. **Often**
 - c. **Seldom**
 - d. **Never**

8. My teacher wants me to be engaged in what we are learning.
 - a. **Always**
 - b. **Often**
 - c. **Seldom**
 - d. **Never**

High School Student Survey cont.

9. My teacher wants everyone to participate in class discussion and activities.
- a. **Always**
 - b. **Often**
 - c. **Seldom**
 - d. **Never**
10. My teacher calls on students randomly when he or she asks questions.
- a. **Always**
 - b. **Often**
 - c. **Seldom**
 - d. **Never**
11. My teacher expects me to do high quality work in a timely manner.
- a. **Always**
 - b. **Often**
 - c. **Seldom**
 - d. **Never**
12. The pace of the class is not too fast or too slow; it is just right.
- a. **Always**
 - b. **Often**
 - c. **Seldom**
 - d. **Never**
13. My teacher sets expectations for appropriate behavior.
- a. **Always**
 - b. **Often**
 - c. **Seldom**
 - d. **Never**
14. I am learning skills and content that will prepare me for career or college readiness.
- a. **Always**
 - b. **Often**
 - c. **Seldom**
 - d. **Never**

Student comments:

Reflection questions

1. What was your personal growth plan/goals at the beginning of the school year?
2. How does your survey reflect your progress towards your growth plan/goal?
3. What is your overall reaction to your student survey results?
4. Were the results what you anticipated? And if not, why?
5. What changes will you make based on the survey results and what will you maintain?

Other options for reflection questions:

- What are some things you accomplished this year that you are proud of?
- What is something you tried in your classroom this year for the first time? How did it go?
- What is something you would change about this year if you could?
- What is one way that you grew professionally this year?
- Who amongst your colleagues was the most helpful to you?
- What has caused you the most stress this year?
- When was a time this year when you felt inspired about the work that you do?
- What do you hope your students remember most about you as a teacher?
- In what ways were you helpful to your colleagues this year?
- What was the most valuable thing you learned this year?
- What is something you did this year that went better than you thought it would?
- What part of the school day is your favorite? Why?

Teacher Portfolio (optional)

We believe:
Teachers are professionals.
Teachers can benefit from a review of their work.
Teachers can be evaluated through different measures.
Teachers value input from other teachers.

Each teacher has a unique perspective.
Each teacher has a unique circumstance.
Each teacher responds to students' needs in a variety of ways.

Items to be included in your portfolio:

- _____ Purpose Statement for professional growth
- _____ Evidence of Student Growth or Student Impact**
- _____ Evidence of Professional Growth**
- _____ Reflection for each artifact submitted

**A portfolio likely contains 3-7 artifacts (should be flat or digital)

**National Board Certification, Speech Pathology (PACE), or a portfolio for an advanced degree program (capstone, thesis, culminating project), may be accepted in place of the terms listed above.

Instructions for Submitting your Portfolio for Evaluation

Step 1: Notify administrator by November 1 of your intent to submit a portfolio to serve as a summative evaluation.

Step 2: Schedule a pre-conference with the administrator.

Step 3: Submit portfolio to the administrator by April 15 of evaluation year.

Teacher Improvement Plan

for assistance and support

The purpose of the Becker Public Schools Teacher Improvement Plan is to ensure that all teachers are performing at a satisfactory level or above. Teachers who are not meeting the professional teaching standards established by our district and the state of Minnesota may be placed on a Teacher Improvement Plan.

Step 1: Identify and communicate the area(s) of performance concern

If the summative evaluator has performance concerns, she/he will discuss area(s) of concern with the teacher during the teacher's Individual Professional Growth Plan when the plan is established in the fall of a given school year. A goal related to the performance concern(s) will be established as part of the teacher's Individual Growth Plan. The summative evaluator and the teacher will meet to review and discuss the teacher's Individual Professional Growth Plan at the agreed upon reflection date for the given school year. If the summative evaluator deems that the teacher's progress has not been adequate, the teacher may be placed on The Teacher Improvement Plan the following fall.

Step 2: Appeal Opportunity

A teacher who disagrees with their placement on the improvement plan shall have the opportunity to appeal as follows. The teacher and the summative evaluator will present their positions to the superintendent. The teacher may have a union representative present. The superintendent shall make the final decision regarding the teacher's placement on the improvement plan.

Step 3: Develop The Teacher Improvement Plan

The summative evaluator and the teacher will meet and develop the Teacher Improvement Plan prior to the start of the proceeding school year. The following items will be included:

- Area(s) of concern related to teacher practice and/or student outcomes.
- Specific teacher actions or practices that will result in the teacher meeting standards.
- Improvement goal(s) must be specific, measurable, attainable, results-based, and time-bound. Support strategies will be paid for by the school district and may include but are not limited to:
 - Professional workshops or conferences
 - Books
 - Peer coaching, mentoring, or other form of peer support
 - Additional evaluator or peer reviewer points of contact
 - Curriculum resources
 - Videos of classroom teaching
 - Other 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 other methods agreed upon when the plan was established.

- The type, form, and frequency of feedback the teacher will receive during this phase (e.g. regular meetings with 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.

Step 4: Engage in the Teacher Improvement Plan

While implementing the improvement 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 3.
- Participate in the collection of evidence related to the measurable goals identified in step 3.
- Be open and flexible in implementing different and/or refined strategies to improve his/her performance. Maintain a proactive stance in his own professional improvement.
- Engage in professional reflection ascertaining what is effective practice and what practice or practices need improvement.
- Be responsible for maintaining anecdotal notes (if requested by evaluator).
- Ask for clarifications from the principal, direct supervisor, an exclusive representative, or 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 3.
- Give encouragement and informal support for improvement of performance.
- Be open and available for clarification at the teacher's requests at a mutually agreed upon time.
- Monitor the teacher's performance for improvement.

Step 5: Assess results of the Teacher Improvement Plan

At the end of the plan and the time frame established in step 3, the teacher, the administrator, and union rep, if requested by the teacher, will meet and discuss the progress made by the teacher toward resolving the area(s) of concern. The assessment of progress will be documented in writing, following the plan and goals developed in step 3.

Evidence to review

- 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 would like considered
- Evidence collected by the administrator
- Evidence collected at the discretion of the administrator
- Past summative evaluations may be considered

Criteria for decision-making

- Progress toward meeting the goals identified for improvement in the Teacher Improvement Plan
- Current performance level (Progress will be considered in relation to past performance)
- The summative assessment of Teacher Improvement Plan concludes with a decision by the administrator to:
 - Exit the Teacher Improvement Plan. The teacher writes an individual growth and development plan and re-enters the three-year professional review cycle.
 - Extend the Teacher Improvement Plan. Revise or begin a new improvement plan, repeating steps 1-5.
 - Exit the Teacher Improvement Plan and initiate disciplinary action because based on evidence, the teacher is not making adequate improvement.

This Teacher Improvement Plan does not apply to the termination or immediate discharge of a teacher pursuant to MS 122A.40.

Becker School District Teacher Evaluation Plan

Tenured Staff (3 year cycle)		Probationary Staff (Yearly for probationary period)	
Summative Evaluation* 1 classroom observation (in Year 3) <ul style="list-style-type: none"> • Planning and Preparation (10) • Instruction (10) • Environment (10) • Professionalism (10) • Discretion (5) 	45	Summative Evaluation* 3 classroom observations (every year during probationary period) <ul style="list-style-type: none"> • Planning and Preparation (10) • Instruction (10) • Environment (10) • Professionalism (10) • Discretion (5) 	45
3 IGDPs 1 completed every year	10	1 IGDPs 1 completed every year	10
Student Survey and Reflection 1 completed every year	10	Student Survey and Reflection 1 completed every year	10
Optional Portfolio (5%)		Optional Portfolio (5%)	
Growth Data	35	Growth Data	35
Total	100	Total	100

*Performed by a certified principal.

IN WITNESS WHEREOF, the parties have executed this Agreement as follows:

FOR THE BECKER EDUCATION
ASSOCIATION

FOR INDEPENDENT
SCHOOL DISTRICT NO. 726

President

Board Chair

Date

Date