

**School District of River Falls
Personnel Committee meeting**

October 19, 2026 - 6:00 PM

District Office

852 E Division Street

River Falls, Wisconsin 54022

Personnel Committee members: Stacy Johnson Myers (Chair), Lindsey Curtis, and Thong Moua.

A quorum of the School Board may be present for information-gathering purposes only.

Agendas can be viewed at <https://www.rfsd.k12.wi.us/district/school-board.cfm> or at
<https://meetings.boardbook.org/Public/Organization/1447>

1. CALL TO ORDER - 6:00 PM

2. MANNER OF PUBLIC NOTIFICATION OF MEETING

3. HEARING OF VISITORS OR DELEGATIONS

4. HEALTH SERVICE PARAPROFESSIONAL/FLOAT JOB DESCRIPTION

2

Description: Administration is recommending approval of an updated job description for the position of Health Service Paraprofessional/*Float.

Recommended Action: Approve the updated Health Services Paraprofessional/*Float job description.

5. CLASS SIZE ANALYSIS

4

Description: Preliminary class sizes will be compared to class size guidelines.

Recommended Action: None, informational only.

6. ANALYSIS OF CERTIFIED/SUPPORT STAFF EMPLOYEE RETAINMENT

13

Description: Retention rates of different employee groups will be shared and analyzed.

Recommended Action: None, informational only.

7. EDUCATOR EFFECTIVENESS UPDATE

27

Description: Administration will provide information related to Educator Effectiveness.

Recommended Action: None, informational only.

8. PROPOSED/SUGGESTED ITEMS FOR THE NEXT REGULAR AND FUTURE PERSONNEL MEETING AGENDA(S)

Description: As always, committee members will be given the opportunity to suggest items for future committee and/or School Board meeting agendas.

Recommended Action: As needed.

9. SCHEDULE NEXT PERSONNEL COMMITTEE MEETING

Description: Upcoming committee meeting dates, times, and locations will be reviewed.

Recommended Action: Set the meeting schedule as follows:

Personnel Committee meeting, Monday, November 16, 2026, 7:00 p.m. (*or immediately following Finance & Facilities*)

The meeting will be held in the District Office Conference Room, 852 E. Division Street.

10. ADJOURN

School District of River Falls
Job Description
HEALTH SERVICES PARAPROFESSIONAL/*FLOAT

MINIMUM QUALIFICATIONS:

1. Hold a high school diploma or equivalent.
2. Maintain certification in CPR, Basic First Aid, and AED.
3. Have training and skill related to nursing services, emergency care, medication dispensing, and infection control.
4. Possess strong multitasking, organizational, interpersonal, and communication skills.
5. Able to work independently, take initiative, and solve problems.
6. Willing to work flexible schedules based on school location.
7. Experience working with Infinite Campus preferred.
8. *Hold a valid driver's license

POSITION SUMMARY:

Provide healthcare to students of all ages (K-12) needing basic first aid, dispense medication as delegated by the School Nurse and requested by a health care provider and parent. Monitor/observe ill students, provide care in emergency situations and communicate with necessary parties (school nurse, principal, staff, parent, etc.). Record health concerns, immunizations, action plans, and emergency information in the district's student information system. Provide staff with student health concerns and emergency information as necessary and appropriate. The *Float position will work in all District buildings (K-12) as assigned by the District Nurse, to support student needs and provide health office management due to health services paraprofessional absences. The *Float will travel between school buildings on a weekly, and sometimes daily basis, and will have variable start and end times.

REPORTS TO:

District Nurse and Building Principal

PERFORMANCE RESPONSIBILITIES:

1. Serve as the initial contact person between the home and school in general health matters, referring more in depth health concerns to the District Nurse, as well as facilitating communication between the parent and the District Nurse.
2. Communicate with the District Nurse when assessment and evaluation of a student's health condition is required or when further medical information is obtained from parents or other providers.
3. Provide ongoing updates to the District Nurse regarding changes in student medical conditions, medications, provider restrictions, or action plans.
4. Notify parents of sick/injured students and seek further instruction.
5. Provide personal care and procedures, e.g. catheterization, diapering, hygiene procedures, tube feedings, diabetic testing and care and as delegated by district nurse. Training will be provided by the District Nurse.
6. Provide emergency first aid and general health aide services.
7. Attend school facilitated field trips with students requiring medical oversight and care.
8. Communicate effectively and in a timely manner with all stakeholders through oral, written and technological means.
9. Maintain close communication with the building principal and staff regarding school health services and records.
10. Attend meetings, workshops and in-services for continued professional growth.
11. Develop and maintain positive and constructive relationships with students, staff and public.

12. Lift or otherwise perform physical assistance to students as necessary for personal care or first aid. Lift or transfer up to 50 pounds.
13. Set up a room and assist with health related screenings of students.
14. Know current immunization requirements and maintain accurate health records utilizing computer technology.
15. *Assist health staff and District Nurse with documenting immunizations and running immunization reports.
16. Use work-related computer software and run related reports.
17. Maintain confidentiality in accordance with HIPAA, FERPA and District policy.
18. Assist the school nurse in gathering data for district, county and state reports.
19. Maintain accurate daily health room logs.
20. Submit accident reports to the administrator and district nurse.
21. Keep the health office orderly and sanitary.
22. Maintain health room inventories.
23. Store and administer prescription and non prescription medications as directed by the student's parent, physician and school nurse in accordance with state/district policies and procedures.
24. Assist with office phones and services.
25. *Manage the health offices throughout the District as needed by fulfilling all responsibilities within this job description.
26. *Assist health staff and District Nurse with setting up, maintaining, and end of the school year health office duties.
27. Perform all other duties as determined by the district nurse and/or principal.

Approved 7/21/25

Reviewed on 7/27/2026 by Kelsey Green, District RN



POLICY 343.2 CLASS SIZE GUIDELINES

Scheduling parameters will set student enrollment for all classes as enumerated in guidelines approved by the School Board. Exceptions to a minimum of 15 for all classes will be made for those classes required by the Department of Public Instruction or specifically authorized by the School Board.

DISTRICT CLASS SIZE GUIDELINES

ELEMENTARY				
LEVEL	MINIMUM	MAXIMUM	LOOK TO ADD PARA OR PART TIME FTE PER G.L. RATIO	LOOK TO ADD CLASS/TCHR PER G.L. RATIO
4K	At the discretion of the 4K Site	13	At the discretion of the 4K Site	14
JK**	12	17	18	*20
K-1-2	18	23	24	27
3-4-5	18	25	27	28
Combination K-5	18	21		
Montessori (CH)	10	18	19	20
Montessori (1-2-3)	18	23	24	27
Montessori (4-5-6)	18	25	27	28
**JK enrollment will be capped at 20, no additional directions will be added without School Board approval.				

MIDDLE SCHOOL		
CLASS TYPE	MINIMUM	MAXIMUM
CORE (LA, Social Studies, Science, Math, Health, PE)	24	30
Exploratory (Art, TE, Music, Foreign Language, FACE, Computer)	17	27
Large Group Music (vocal/instrumental)	30	90
Instrumental Individual/Small Group Music Lessons (15 min each)	1	10
Foreign Language (7-8)	18	30

HIGH SCHOOL		
CLASS TYPE	MINIMUM	MAXIMUM
LA, Social Studies, Math, Health, Science, Computer	20	30
LAB (Science, TE, AG, Art, FACE) - facility, safety, and station dependent	20	28
Large Group Music (vocal/instrumental)	30	100+
Vocal & Instrumental Indiv/Sm Group Music Lessons (15 min each)	1	10
Physical Education (general)	25	35
Swimming/Lifeguarding	20	30
Foreign Language	18	30
Advanced (with School Board permission) (singleton, safety) exs: engineering physics, AP calculus, adv power mechanics, & foreign languages levels 3+	15	30
*Virtual Instructor (9-12)	24	30
**Virtual Local Education Guide (LEG)	30	50
*With the support of an online platform, the VES Instructor is responsible for the planning, instruction, assessment, and student/family communication.		
**The VES LEG is responsible for monitoring academic progress and student/family communication when the student is taking a virtual course from an off-site instructor.		

With the exception of “capstone” high school courses, any class that goes below the approved minimum must have superintendent approval to be offered.

RENAISSANCE CHARTER ACADEMY (RCA) Staffing Ratio based on 12 students: 1 Teacher for RCA and General Education Development Option #2 (GEDO II)		
STUDENTS	TEACHER FTE	PARAPROFESSIONAL FTE
12	1.0	0
18	1.5	0
24	2.0	0.5
30	2.5	0.5
36	3.0	1.0
42	3.5	1.0
48	4.0	1.0

54	4.5	1.0
60	5.0	1.0
66	5.5	1.0

Guidelines updated 12/19/07 (added Montessori and Renaissance)

Guidelines updated 1/21/08 (deleted SAGE requirement)

Guidelines updated 5/18/09 (additional FTE added to Renaissance)

Guidelines updated 10/15/19 (alignment of all Elementary Staffing Ratios)

Guidelines updated 11/9/20 (addition of Virtual/E-School)

Guidelines updated 08/15/22 (addition of JK)

Guidelines updated 11/11/24 (addition of GEDO II Program at RCA)

CROSS REFERENCE: Attached Guidelines

DATE OF ADOPTION: September 16, 1991

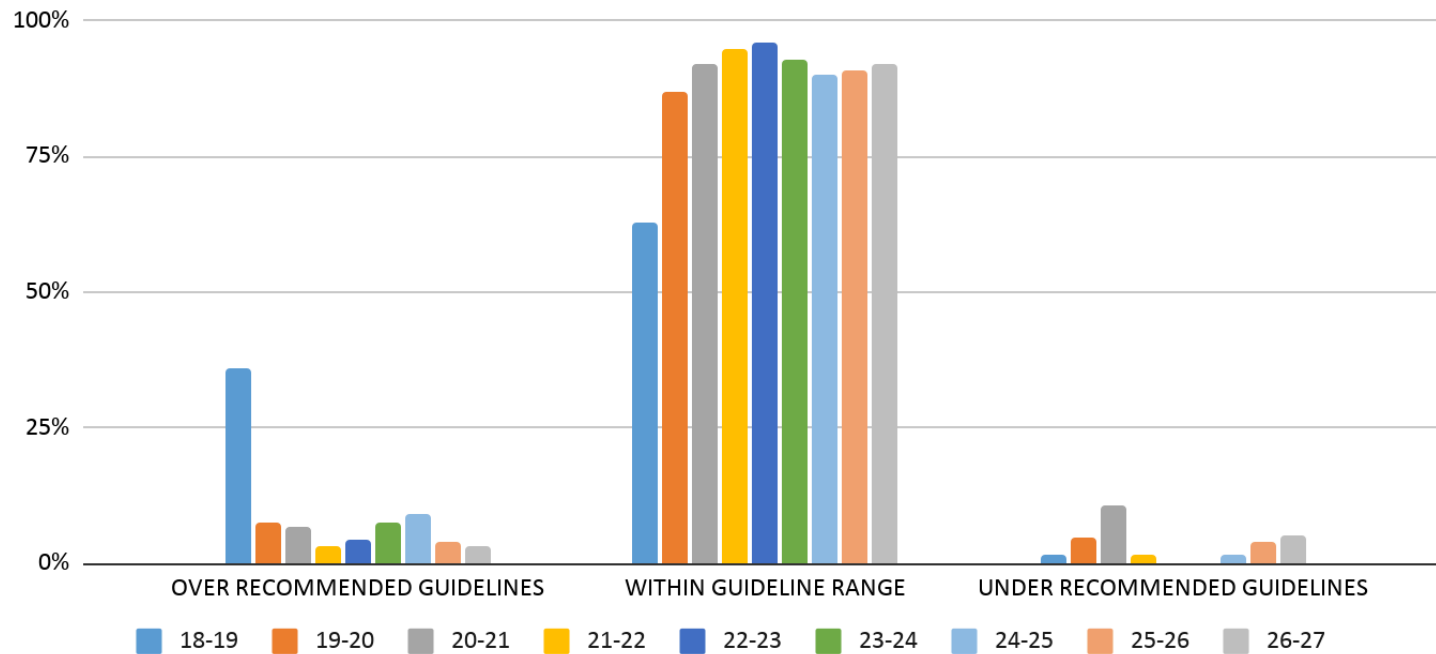
REVISED: March 17, 2008, October 14, 2019, November 9, 2020, September 19, 2022, December 16, 2024

Elementary Class Size Analysis

ELEMENTARY CLASS SIZE ANALYSIS SUMMARY

	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
TOTAL CLASSROOMS ANALYZED	67		65		75*		65		66		66		67		67		65	
OVER RECOMMENDED GUIDELINES	24	36%	5	8%	5	7%	2	3%	3	5%	5	8%	6	9%	3	4%	2	3%
WITHIN GUIDELINE RANGE	42	48%	57	72%	62	81%	62	89%	63	82%	61	85%	60	90%	61	91%	60	92%
UNDER RECOMMENDED GUIDELINE	1	1%	3	5%	8	11%	1	2%	0	0%	0	0%	1	1%	3	4%	3	5%

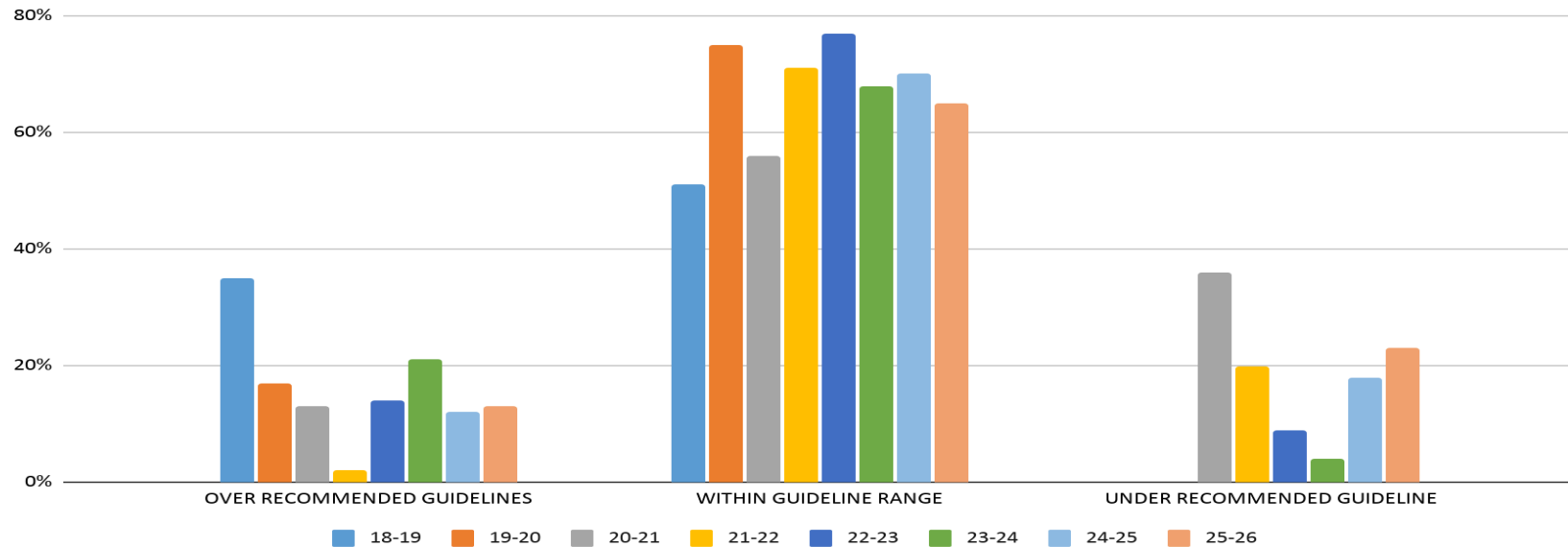
Elementary Class Size Analysis



Middle School Course Enrollment Analysis

MMS COURSE ENROLLMENT ANALYSIS SUMMARY																		
	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27	
TOTAL 'COURSES' ANALYZED	49		52		45		45		44		47		50		48		48	
OVER RECOMMENDED GUIDELINES	17	35%	9	17%	6	13%	1	2%	6	14%	10	21%	6	12%	6	13%	5	10%
WITHIN GUIDELINE RANGE	32	65%	43	83%	24	53%	35	78%	34	77%	35	74%	35	70%	31	65%	37	77%
UNDER RECOMMENDED GUIDELINES	0	0%	0	0%	16	36%	9	20%	4	9%	2	4%	9	18%	11	23%	6	13%

MS COURSE ENROLLMENT ANALYSIS

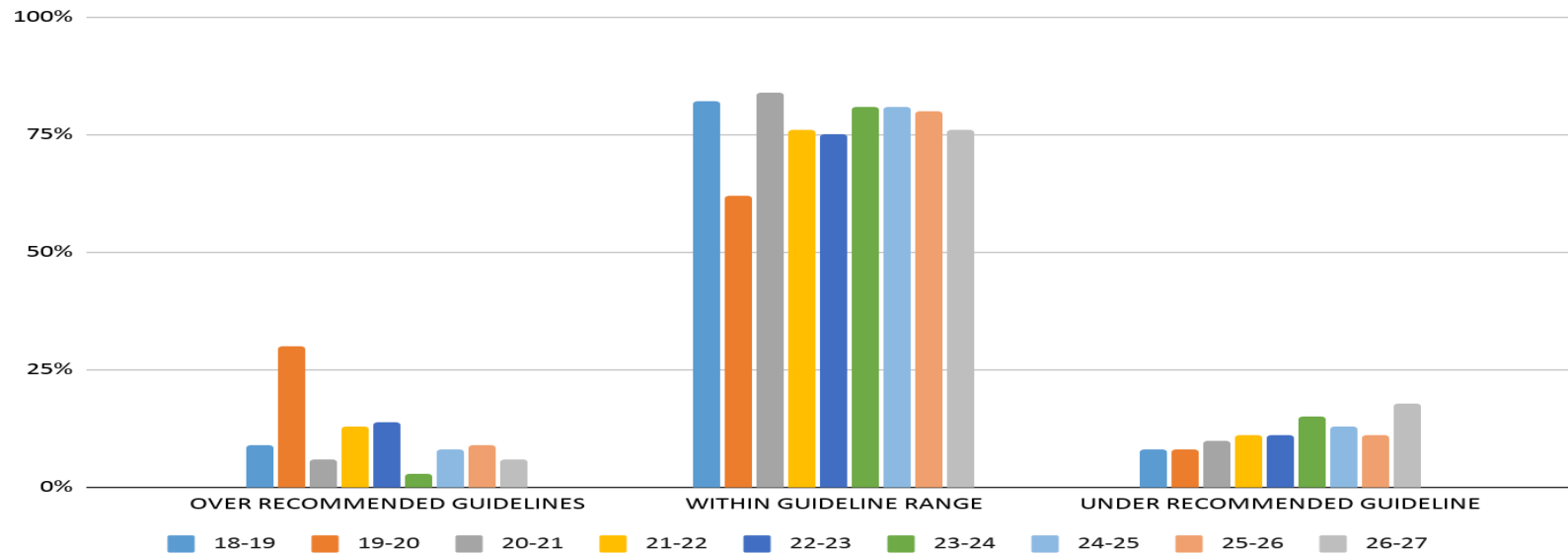


2026-27 RFHS AND MMS SECTION TOTALS							
	TOTAL SECTIONS	SECTIONS OVER GUIDELINES	% OVER	SECTIONS UNDER GUIDELINES	% UNDER	SECTIONS WITHIN GUIDELINES	% WITHIN
MS	378	60	16%	44	12%	274	72%
HS	452	49	11%	101	22%	302	67%
TOTAL	830	109	13%	145	17%	576	69%

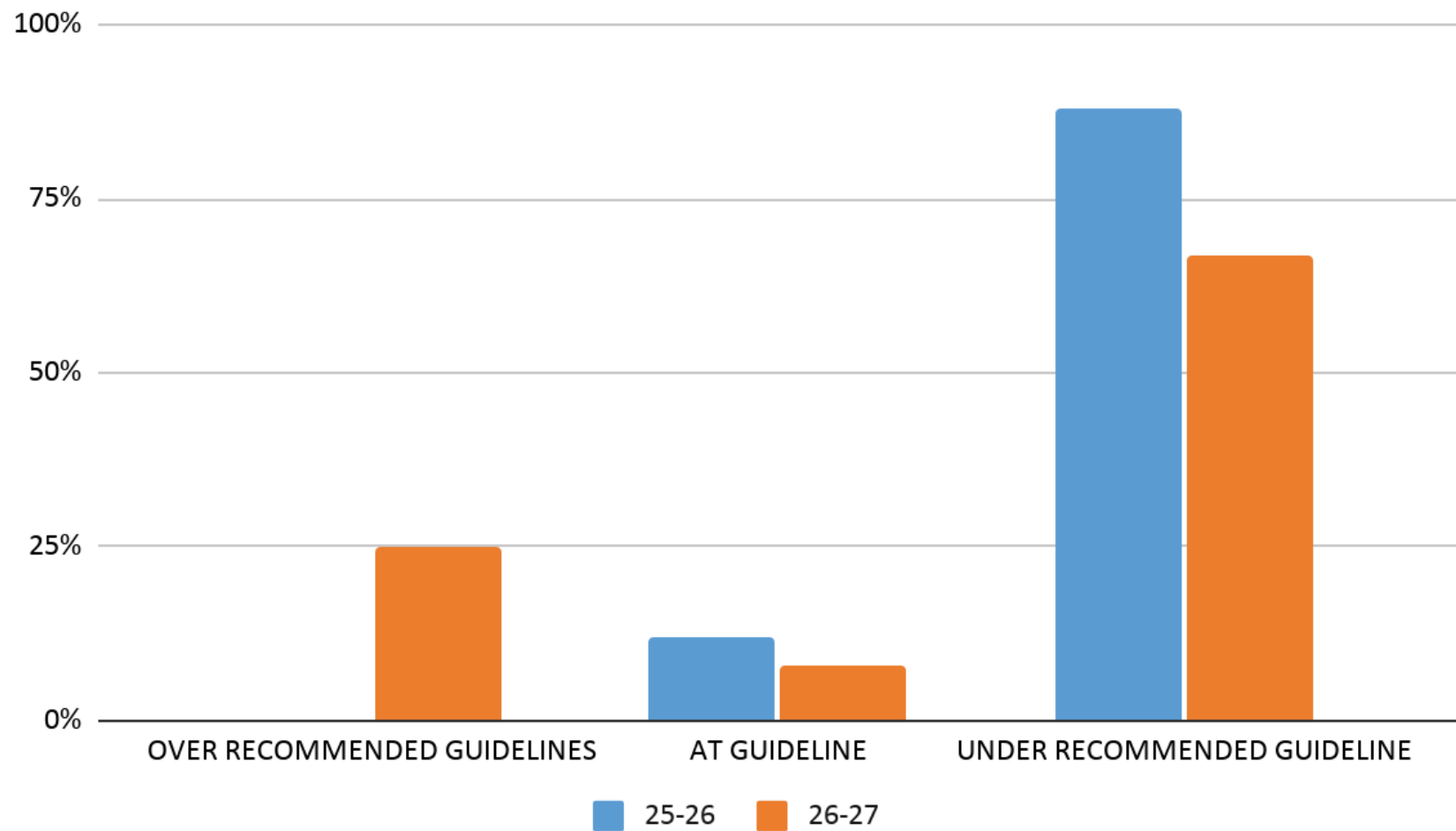
High School Course Enrollment Analysis

HS COURSE ENROLLMENT ANALYSIS SUMMARY																		
	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24		2024-25		25-26		26-27	
TOTAL 'COURSES' ANALYZED	150		159		155		158		160		153		128		125		129	
OVER RECOMMENDED GUIDELINES	14	9%	48	30%	9	6%	21	13%	23	14%	5	3%	10	8%	11	9%	8	6%
WITHIN GUIDELINE RANGE	127	85%	99	62%	130	84%	120	76%	120	75%	125	82%	102	80%	100	80%	98	76%
UNDER RECOMMENDED GUIDELINES	12	8%	12	8%	16	10%	17	11%	17	11%	23	15%	16	13%	14	11%	23	18%

HS COURSE ENROLLMENT ANALYSIS



RCA COURSE ENROLLMENT ANALYSIS



2026-27 RCA SECTION SUMMARY							
	TOTAL SECTIONS	SECTIONS OVER GUIDELINES	% OVER	SECTIONS UNDER GUIDELINES	% UNDER	SECTIONS AT GUIDELINE	% WITHIN
RCA	52	13	25%	34	65%	5	10%

RCA Historic Enrollment Data 2022-26														
School Year	3rd Friday	GEDO	Virtual School	Term 2 (Nov.)	Term 3 (Feb. 2)	Year End	Difference: BOY to EOY	Teacher FTE	Coordinator FTE	Counselor FTE	SPED FTE	School Psyc.	Social Worker	Para FTE
2021-2022	49	NA		55	62	68	19	4*	0.75					
2022-2023	51	NA		51	43	42	-9	5	1					
2023-2024	40	NA		50	54	54	14	5	1	1			0.4	
2024-2025	33	14		51	57	56	9	5	1	1			0.4	1
2025-2026	35	3		52	36**	41	6	5	1	1		0.1	0.4	1
2026-2027	38	7	4					4	1	1	0.125	0.1	0.4	1
Average	41	8.5		51.8	54	55	8.25							

STAFF RETENTION ANALYSIS (2018-2026)

Certified Staff

RETENTION ANALYSIS: REASON				ALL CERTIFIED STAFF		TEACHERS		ADMIN	
YEAR	RETIREMENT	RESIGNATION	TOTAL	RESIGNATION	R/R	RESIGNATION	R/R	RESIGNATION	R/R
2018	12	15	27	6.20%	11.16%	6.11%	10.92%	7.69%	15.38%
2019	10	12	22	4.90%	8.98%	5.17%	9.05%	0.00%	7.69%
2020	8.32	13	21.32	5.10%	8.37%	5.42%	8.89%	0.00%	0.00%
2021	7.5	16.5	24	6.47%	9.42%	6.88%	9.59%	0.00%	6.67%
2022	8	22.5	30.5	8.46%	11.47%	8.96%	11.88%	0.00%	13.33%
2023	7.5	19.0	26.5	7.06%	9.85%	6.69%	9.64%	13.33%	13.33%
2023-2024	8.0	22.0	30.0	8.10%	11.05%	7.80%	10.53%	13.33%	20.00%
2024-2025	7.0	13.0	25	4.76%	7.32%	5.06%	7.39%	0.00%	0.00%
2025-26	5.0	14.5	25.5	5.25%	7.06%	5.57%	7.49%	0.00%	6.25%
AVERAGE	8.1	16.4	25.8	6.26%	9.41%	6.41%	9.49%	3.82%	9.18%

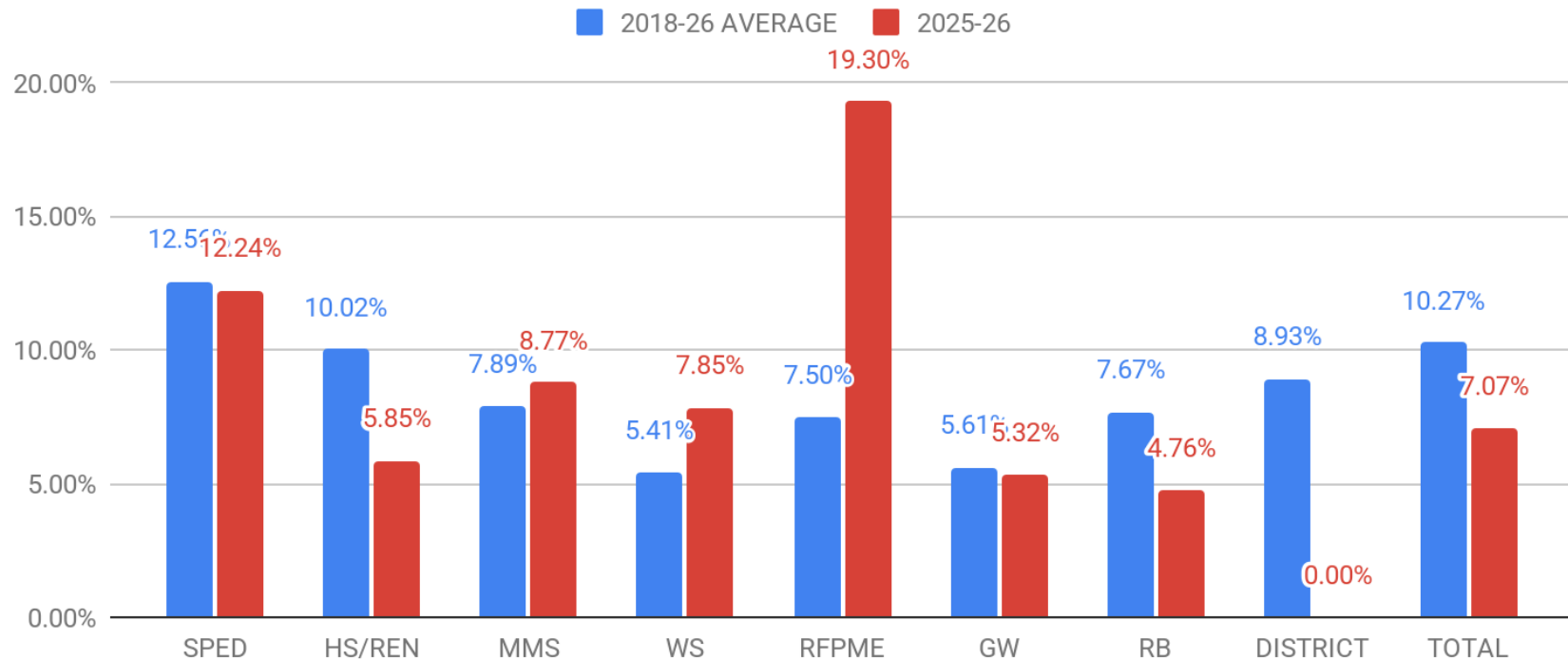
Conclusions

- Resignations were 2 below the 9-year average.
- Fewest retirements in the past 9 years.
- 1 administrative retirement
- 6 1st year teacher resignations in 25-26
 - 4 SPED

STAFF RETENTION ANALYSIS (2018-2026)

Certified Staff

RESIGNATION+RETIREMENT RATE BY BUILDING/JOB (2018-26)

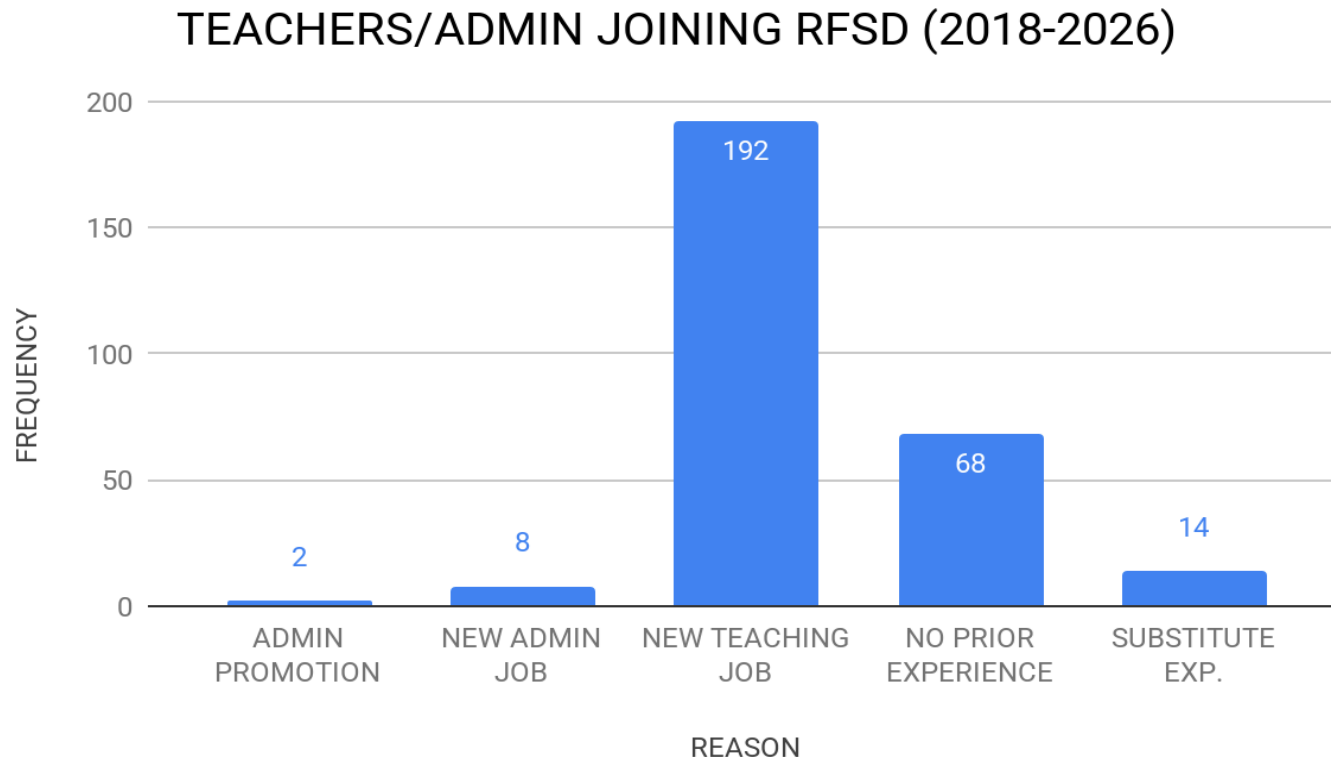


Conclusions

- At 12.5%, SPED teaching positions have the highest turnover rate over the past 9 years.
- RFPME low level of certified staff impacts high RFPME percentage
- The 10% turnover rate at RFSD is lower than what is being reported statewide (12.9% left their district in 2025: WI Policy Forum).

STAFF RETENTION ANALYSIS (2018-2026)

Certified Staff



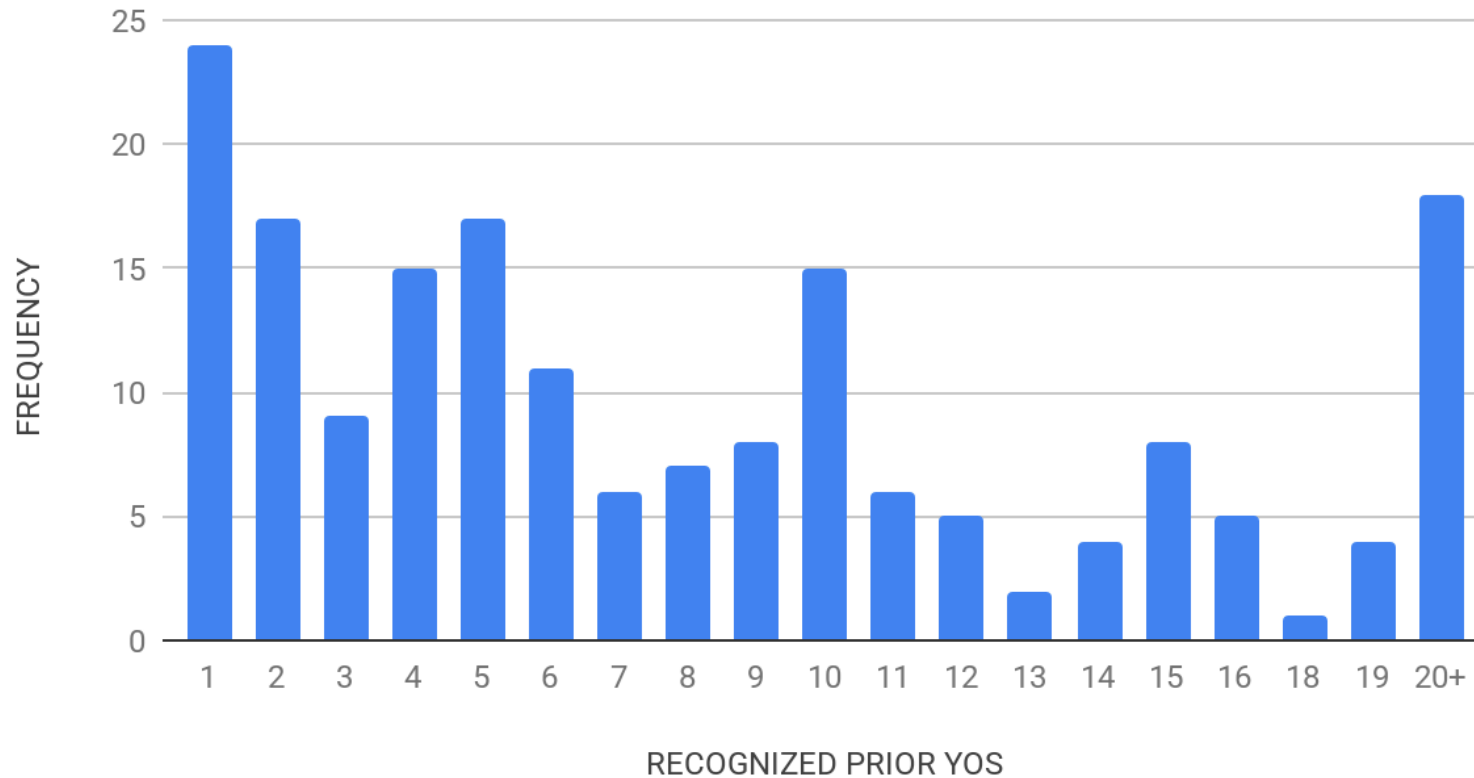
Conclusions

- RFSD attracts experienced certified staff at rate of over 2x compared to inexperienced certified staff
 - 202 new hires have had at least one year of experience; 82 with no prior/sub only experience.

STAFF RETENTION ANALYSIS (2018-2026)

Certified Staff

TEACHERS/ADMIN JOINING RFSD (2018-2026)

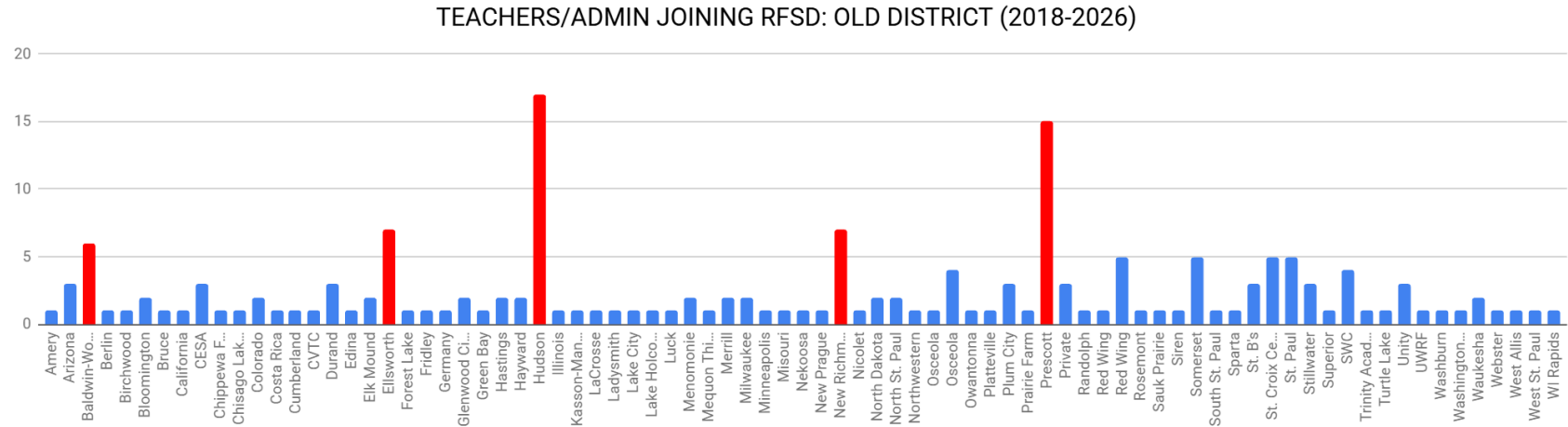


Conclusions

- The majority of teachers join us with 10 years of experience or less.
- 11 of 18 teachers with 20+ years of experience have joined RFSD in the last 4 years

STAFF RETENTION ANALYSIS (2018-2026)

Certified Staff



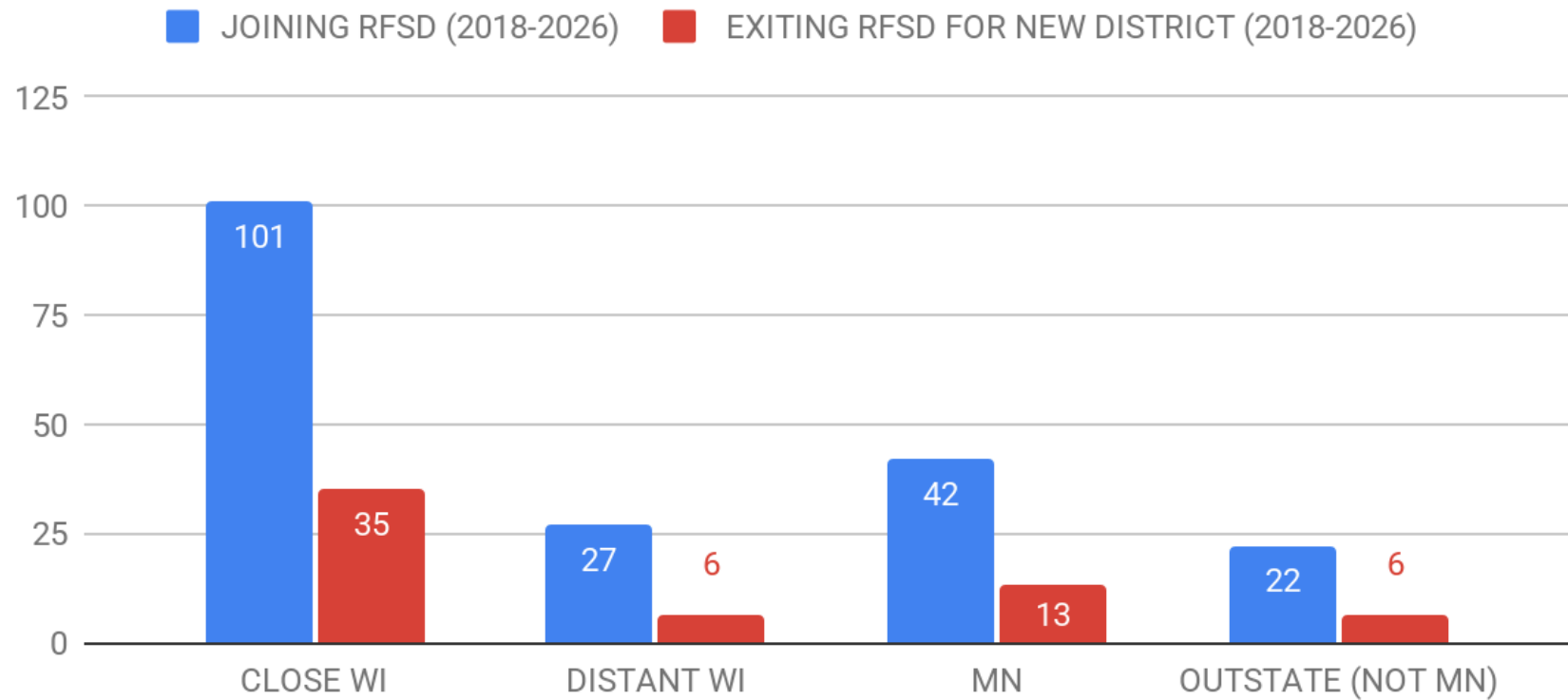
Conclusions

- Teachers from districts within 40 minutes joining RFSD most often (BW-6, Ellsworth-7, Hudson-17, New Richmond-7, Prescott-15)

STAFF RETENTION ANALYSIS (2018-2026)

Certified Staff

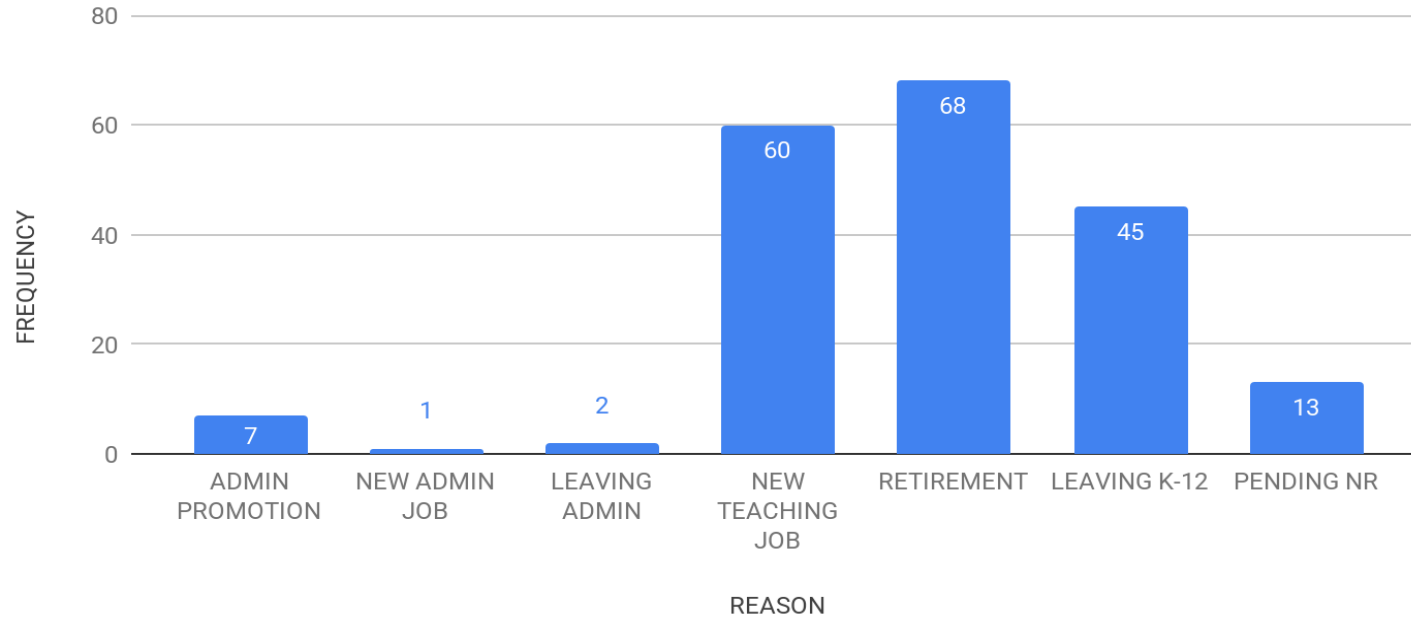
EXPERIENCED TEACHER-ADMIN MIGRATION (2018-26)



STAFF RETENTION ANALYSIS (2018-2026)

Certified Staff

TEACHERS/ADMIN EXITING RFSD (2018-26)

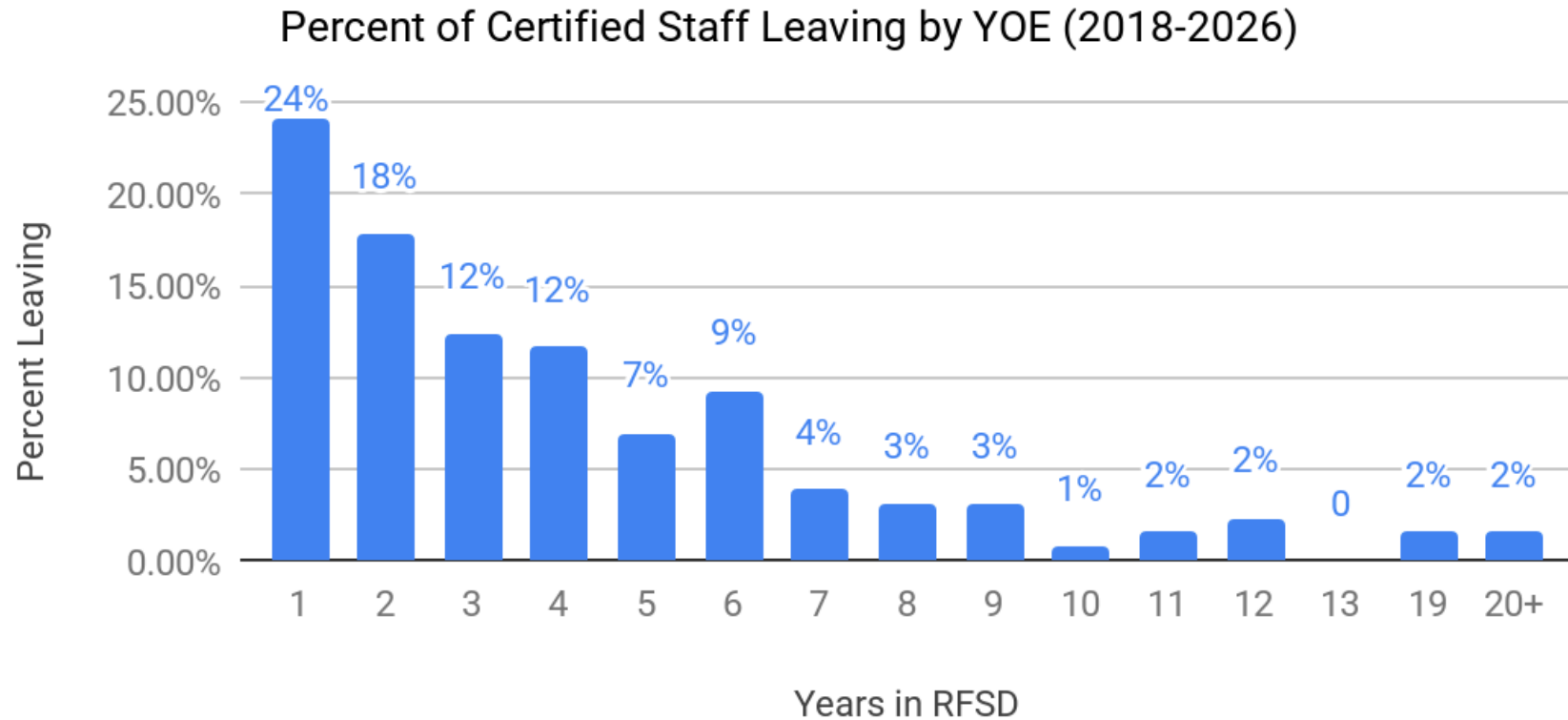


Conclusions

- Retirement is the most common reason for teachers exiting RFSD. In RFSD, those leaving K-12 has declined in the past 4 years..
 - Leaving K-12 over the past 9 years
 - 2018: 4 2020: 5 2022: 9 2024: 4 2026: 1
 - 2019: 6 2021: 6 2023: 10 2025: 4
- New Teaching Jobs
 - 2023: 5 2025: 2
 - 2024: 8 2026: 9

STAFF RETENTION ANALYSIS (2018-2026)

Certified Staff



- 54% of teachers who leave the district do so in the first 3 years.
- Roughly half of those leaving in years 1 and 2 leave for a new job

STAFF RETENTION ANALYSIS (2018-2026)

Certified Staff

CLASS RETENTION RATE									
CLASS OF:	INITIAL	AFTER 1	AFTER 2	AFTER 3	AFTER 4	AFTER 5	AFTER 6	AFTER 7 YEARS	CURRENT
2018	33	29	25	23	20	19	18	18	54.55%
2019	31	27	24	22	20	19	18	18	58.06%
2020	32	29	26	20	17	16	16		50.00%
2021	30	25	19	14	13	10			33.33%
2022	31	29	27	25	23				74.19%
2023	30	29	29	28					93.33%
2024	31	29	27						87.10%
2025	26	20							76.92%
2026	21								

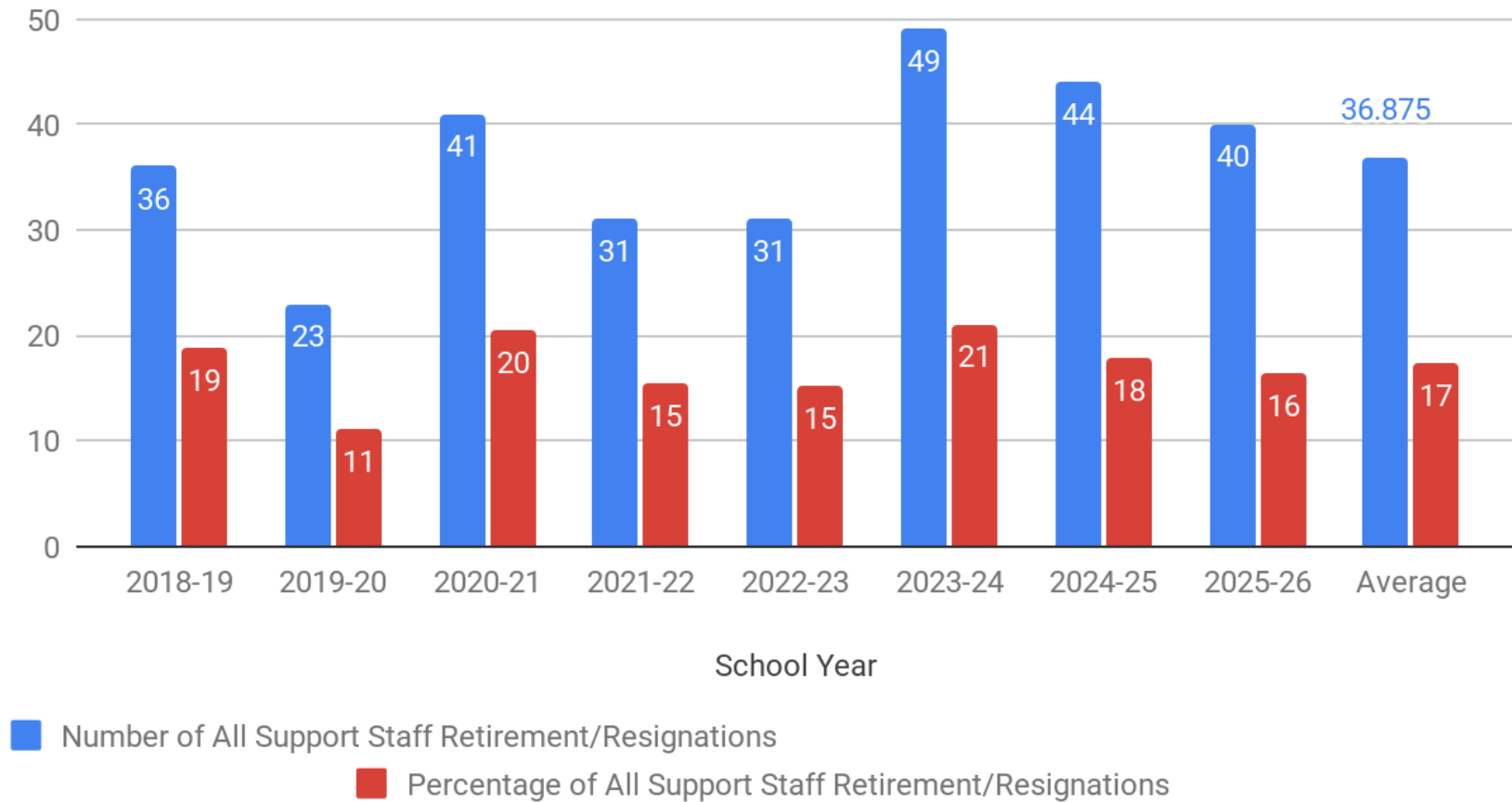
Conclusions

- Losing 6 teachers from 25-26 after 1 year is the highest total in the last 9 years.
- Only 55.6% of first time teachers remain in Wisconsin or in education for 7 years. ([Educator Preparation Program and Workforce Analysis Report, 2023](#))
- Bureau of Labor Statistics: Median Workforce Tenure is 3.9 years

STAFF RETENTION ANALYSIS (2018-2026)

Support Staff

2018-2026 Support Staff Retirement & Resignation



STAFF RETENTION ANALYSIS (2018-2026)

Support Staff

RETENTION ANALYSIS: Position (% RETIREMENT AND RESIGNATIONS)								
YEAR	SPED/HA	GEN	Cust./BG/Main.	Supervisor	Secretary/PA	AA/Acct./Tech	Driver	Total
2018-19	17.24	25.58	15.38	28.57	4.55	18.18	24.00	18.75%
2019-20	6.35	10.64	16.13	0.00	15.00	36.36	7.14	11.11%
2020-21	25.45	27.91	9.09	0.00	13.64	18.18	23.33	20.40%
2021-22	17.14	25.00	9.68	14.29	8.70	10.00	12.00	15.35%
2022-23	21.74	11.90	10.00	0.00	8.70	0.00	26.09	15.20%
2023-24	31.76	20.41	18.18	14.29	4.35	9.09	12.00	21.03%
2024-25	25.84	23.21	17.14	0.00	0.00	10.00	4.00	17.74%
2025-26	25.27	19.57	13.89	14.29	7.41	0.00	0.00	16.39%
Average	22.07	19.15	12.55	9.52	8.60	15.87	17.31	17.65%

Conclusions

- Support staff turnover happens throughout the school year/summer. The support staff groups analyzed have a turnover rate of 17-18%. This rate can be hard to track due to the high volume of transfers and position adds/cuts based on student needs.
- The highest rate of turnover is in the SPED Paraprofessional/Health Aide group.
 - More pay and/or better health insurance benefits.
 - Changed to a position (sometimes in district) that is less physically and/or emotionally demanding.
 - Family situation changed (i.e. having a baby/spouse's job changed/college schedule changed).
 - Colleagues are supportive and very willing to help.
 - It is hard to really know what you are getting into until you are there.

STAFF RETENTION ANALYSIS (2018-2026)

All Staff

2018-2026 All Staff Retirement & Resignation									
School Year	Number of Non Certified Staff	Number of Certified Staff (admin included)	Total Staff	Number of Non Certified Staff R/R	Number of Certified Staff R/R	Total Staff R/R	Non Certified Staff Retention Rate	Certified Staff Retention Rate	All Staff Retention Rate
2018-19	192	245	437	36.00	31.50	67.50	81%	87%	85%
2019-20	207	254.84	461.84	23.00	35.80	58.80	89%	86%	87%
2020-21	201	254.84	455.84	41.00	29.50	70.50	80%	88%	85%
2021-22	202	266	468	31.00	31.50	62.50	85%	88%	87%
2022-23	204	269.06	473.06	31.00	30.50	61.50	85%	89%	87%
2023-24	233	271.38	504.38	49	32	81.00	79%	88%	84%
2024-25	248	274.13	522.13	44.00	19.00	63.00	82%	93%	88%
2025-26	244	276.30	520.30	40.00	19.50	59.50	84%	93%	89%
Average	216.38	263.94	480.32	36.88	28.66	65.54	83%	89%	86%

Conclusions

- The best retention rate for certified staff in the RFSD was realized in the last two years. (93% retention is 4% higher than our average and 6% higher than the state average of 87% (23-24 DPI)
- Best retention rate for all staff in the past 8 years (3% higher than average)
- Support staff retention rate has improved for two consecutive years and was above our average in 2025-26

STAFF RETENTION ANALYSIS (2018-2026)

River Falls School District Retention Efforts

- Mentor programs for Teachers, Paraprofessionals, and Bus Drivers
- Core Teacher Mentor training
- Fall and Spring Mentor expectation and reflection meetings
- Regionally competitive wage for all staff positions
- Raises above CPI
- Health insurance options
- Monthly union leadership meetings
- Annual listening sessions with staff members from each building
- Annual stakeholder feedback survey
- Bi annual check in meetings with new staff
- District committees for calendar, wellness, insurance, Council for Student Experiences
- Collaborative hiring practices
- Longevity pay starting at year 10, increasing at year 20
- Extra personal day after 10 years
- Additional Bereavement day
- New Teacher Orientation
- New Paraprofessional Orientation
- Regular school building presence provided by District Office administrators
- Substitute training
- Bus driver training
- Curriculum cycle
- Updated EE forms
- Advance Learning Grants
- Stipends for hard to fill positions
- Embedded teacher collaboration time
- Thorough and efficient on-boarding process
- 24 pay option for support staff

STAFF RETENTION ANALYSIS (2018-2026)

*Retention Rate 2018-2026

*2024-25 Support Staff

2026-27 Certified Staff

2026-27 Support Staff

Educator Effectiveness

Personnel Committee: October 19, 2026

Educator Effectiveness in the River Falls School District

- Educator Effectiveness Professional Development
- Understanding the Educator Effectiveness Cycle
- Updated Educator Effectiveness Forms
- Feedback for Teachers

Educator Effectiveness Professional Development for Evaluators

The Importance of Educator Effectiveness

The Educator Effectiveness Narrative: What it is vs. What it Should Be

Changing the Narrative

Technical Training

Understanding the Educator Effectiveness Cycle

EE is based on a three year cycle:

1. Summary Year/New Teacher
 - a. Self-Review
 - b. SLO
 - i. Beginning, Middle, End of Year meetings
 - c. Formal unannounced extended observation
 - i. Feedback meeting
 - d. Two mini observations
 - i. Feedback meeting
2. Supporting Year 1
 - a. SLO
 - b. One mini observation
3. Supporting Year 2
 - a. SLO
 - b. Two mini observations

Understanding the Educator Effectiveness Cycle, Self Review: Domain, Component, Critical Attributes

Domain 1: Planning & Preparation

Component 1a: Applying Knowledge of Content & Pedagogy

Critical Attributes:

Component Elements	Area for Growth		Area of Strength	
Disciplinary expertise	☐ Planning and preparation include content errors or demonstrate a lack of understanding of the content.	☐ Planning and preparation indicate partial understanding of the central concept of the discipline and their relationship to one another.	☐ Planning and preparation reflect solid understanding of content and the structure of the discipline being taught.	☐ Planning and preparation reflect extensive knowledge of important Concepts and how they relate to one another, as well as recent developments in the discipline.
Pedagogical Content Knowledge	☐ Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions.	☐ Lesson and unit plans include instructional strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge important to student learning of the content.	☐ Lesson and unit plans include a variety of strategies and representations of contents appropriate to the discipline, use a range of pedagogical approaches, and demonstrates understanding of prerequisite relationships among topics and concepts.	☐ In lessons in units planned or adapted, instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high levels of intellectual engagement, skill development, and critical thinking.
Knowledge of Interdisciplinary Relationships and Skills	☐ No interdisciplinary relationships are identified in plans or preparation.	☐ Plans and preparations cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.	☐ Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills to be explored and their real-world application.	☐ Lessons and units planned or adapted focus on connecting Concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.
Level Description	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teachers' understanding of content and pedagogy partially supports student learning of the content.	The teachers' understanding of content and pedagogy support student learning of the content.	The teachers' understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
Component	Component Elements		Rationale	
1a: Applying Knowledge of Content & Pedagogy	* Disciplinary expertise; * Pedagogical content knowledge; * Knowledge of interdisciplinary relationships and skills			

Understanding the Educator Effectiveness Cycle, Self Review: Domain, Component, Critical Attributes

Domain 2: Learning Environments

Component 2a: Cultivating Respectful and Affirming Environments

Critical Attributes:

Component Elements	Area for Growth		Area of Strength	
Positive Relationships	☐ Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	☐ Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.	☐ Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.	☐ Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
Sense of Belonging	☐ Some students' verbal or non-verbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	☐ Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.	☐ Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.	☐ Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.
Cultural Responsiveness	☐ Learning environments do not reflect the individual racial and cultural identities of students.	☐ Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.	☐ Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.	☐ Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.
Positive Conflict Resolution	☐ Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	☐ Conflict and disrespectful interactions are addressed by the teacher, with uneven results.	☐ The teacher and students effectively use a clear and culturally competent approach to conflict resolution to resolve conflicts and restore trust.	☐ Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.
Level Description	Unsatisfactory	Basic	Proficient	Distinguished
	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
Component	Component Elements		Rationale	
2a: Cultivating Respectful and Affirming Environments	* Positive Relationships * Sense of Belonging * Cultural Responsiveness * Positive Conflict Resolution			

Understanding the Educator Effectiveness Cycle, Self Review: Domain, Component, Critical Attributes

Domain 3: Learning Experiences

Component 3a: Communicating About Purpose and Content

Critical Attributes:

Component Elements	Area for Growth		Area of Strength	
Purpose for Learning & Criteria for Success	☐ The teacher does not convey to students what they will be learning.	☐ The teacher partially explains the purpose of learning but with little elaboration or specificity.	☐ The teacher clearly explains what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like.	☐ Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives.
Specific Expectations	☐ The teacher's unclear or incomplete explanation of the learning activities hinders student engagement.	☐ Expectations for the learning activities are somewhat clear to students.	☐ The teacher clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement.	☐ The teacher and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning.
Explanations of Content	☐ The teacher makes significant content errors or fails to provide clear explanations, affecting students understanding of the content.	☐ The teacher makes minor content errors or provides explanations of the content that are somewhat confusing and only invite minimal participation or engagement by students.	☐ The teacher's explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of students; content is explained in multiple, engaging ways to support conceptual understanding.	☐ Students discuss and explain content clearly and precisely; their communication about content and its application demonstrate critical thinking, curiosity, and understanding of its purpose and relevance.
Use of Academic Language	☐ The teacher's communications include incorrect or imprecise use of academic language.	☐ The teachers use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.	☐ The teacher's content specific-language and vocabulary are accurate, academically rigorous, and well-suited to students and lessons, providing a model to support student development.	☐ Rich and rigorous language and vocabulary are consistently and effectively used by the teacher and students.
Level Description	Unsatisfactory Communication about purpose and content is unclear or confusing and hinders student learning.	Basic Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Proficient Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.	Distinguished Communication about purpose and content is rich, nuanced and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.
Component	Component Elements		Level of Performance	Rationale
3a: Communicating About Purpose and Content	* Purpose for learning and criteria for success * Specific expectations * Explanations of content * Use of academic language		▼	

Understanding the Educator Effectiveness Cycle, Self Review: Domain, Component, Critical Attributes

Domain 4: Principled Teaching

Component 4a: Engaging in Reflective Practice

Critical Attributes:

Component Elements	Area for Growth		Area of Strength	
Self-Assessment of Teaching	☐ The teacher does not reflect on experiences or draws inaccurate or incomplete conclusions about their success.	☐ The teacher has a partially accurate but incomplete sense about whether or not instructional practices were successful or had the desired impact on student learning and development.	☐ The teacher draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development.	☐ The teacher's assessment of the lesson is based on multiple sources of evidence, leads to a thoughtful and accurate analysis of practice, and addresses the specific impact of the design or execution of elements of instruction on student learning and development.
Analysis & Discovery	☐ The teacher does not or is unable to analyze their impact on student success and/or makes no suggestions for growth or improvement.	☐ The teacher analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindsets or beliefs, and/or be willing to explore new strategies or ideas.	☐ The teacher analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.	☐ The teacher critically analyzes the impact of practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing improvement for students who need it most.
Application & Continuous Improvement	☐ The teacher does not plan for or consider opportunities to improve practice.	☐ Based on reflection, the teacher has some plans for future action that will better support student learning and development.	☐ Based on reflection the teacher considers multiple paths forward, communicates a commitment to the success of all students, and plans, practices, and implements improvements.	☐ Based on reflection, the teacher focuses on the best course of action for students, demonstrates perseverance in the face of challenges, implements new ideas and strategies and continues to reflect on and analyze the results.
Level Description	Unsatisfactory The teacher does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of instruction.	Basic The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	Proficient The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	Distinguished The teacher consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of instruction, exploration of new ideas and approaches, and ongoing changes to practices and mindsets focused on supporting students who need it most.
Component	Component Elements		Level of Performance	Rationale
4a: Engaging in Reflective Practice	* Self-assessment of teaching * Analysis and discovery * Application and continuous improvement		▼	

Updated Educator Effectiveness Forms

Previous EE Forms for Teachers

- [Summary Year](#)
 - [Teacher EoC Evaluator Template](#)
- [Supporting Year 1](#)
- [Supporting Year 2](#)

New EE form for Teacher

- [Full 3-Year EE Template](#)

Feedback for Teachers

Principal Visits

Coaching cycles/Coaching visits

Peer Observations

Peer Observation Planning

1. Complete your row of pineapple chart

[Pineapple Chart](#) (is back!)

2. Plan 2 Observations

a. **Math** (within grade level - PLC)

b. **Other**

- i. Small group sets
- ii. Book Club
- iii. Word study
- iv. MAPES class
- v. SPED or Title
- vi. Classroom management
 - 1. Transitions, engagement, material management, etc.

[Form to indicate plan and request coverage](#)

No specified date range -
Should have both complete
by Feb. 15th.

Reflective Observation Form

Management, Routines, Engagement

Teacher Observed: _____

Your Name: _____

Date: _____

Look Fors <i>How did the teacher...</i>	Wows & Wonderings
...manage supplies/manipulatives needed? <i>(i.e. distribution, correct usage, collection)</i>	
...communicate directions & expectations? <i>(i.e. verbal, nonverbal, written)</i>	
...handle transitions <i>(i.e. set up of transitions, address off task behavior, how many transitions?)</i>	
...highlight on-task behavior and redirect off-task behavior? <i>(i.e. verbal, nonverbal)</i>	
...keep engagement up? - voice level change - turn & talk	
...setup the classroom for success? <i>(i.e. visual schedules, timer during work time, flow of the classroom, etc.)</i>	
...other things you notice?	

What is one thing you can take back to your classroom for tomorrow?

How did this observation challenge or affirm your own approach?

Reflective Observation Form- Classroom Management

Teacher Observed: _____ Date: _____ Content Area/Topic: _____

Look Fors <i>How did the teacher...</i>	Observations	Reflect <i>How might you extend this to your practice?</i>
...manage supplies/manipulatives needed? <i>(i.e. distribution, correct usage, collection)</i>		
...communicate directions & expectations? <i>(i.e. verbal, nonverbal, written)</i>		
...handle transitions <i>(i.e. set up of transitions, address off task behavior, how many transitions?)</i>		
...highlight on-task behavior and redirect off-task behavior? <i>(i.e. verbal, nonverbal)</i>		
...keep engagement up? - voice level change - turn & talk		
...setup the classroom for success? <i>(i.e. visual schedules, timer during work time, flow of the classroom, etc.)</i>		
...other things you notice?		
What is one thing you can take back to your classroom for tomorrow?		

Reflective Observation Form- Instructional Strategies

Teacher Observed: _____ Date: _____ Content Area/Topic: _____

Look Fors <i>How did the teacher...</i>	Observations	Reflect <i>How might you extend this to your practice?</i>
...structure the lesson? <i>(i.e. individual vs partner vs whole group, white board vs paper/pencil)</i>		
...structure independent work time? <i>(i.e. centers, stations, must do/may do lists, workshop model)</i>		
...have students show their thinking? <i>(i.e. opportunities to share with partner/group, on whiteboards, quick check with scale)</i>		
...differentiate? <i>(i.e. asks & answers questions, gives hints/extensions, groupings)</i>		
...formatively assess? <i>(i.e. fist to five, exit ticket, walk around, conference, collect work samples)</i>		
...build speaking and listening skills in students? <i>(i.e. facilitative routines, collaboration with peers, cooperative structures)</i>		
...other things you notice?		
What is one thing you can take back to your classroom for tomorrow?		

Reflective Observation Form- Literacy Instruction

Teacher Observed: _____ Date: _____ Content Area/Topic: _____

Look Fors <i>How did the teacher...</i>	Observations	Reflect <i>How might you extend this to your practice?</i>
...provide explicit and systematic instruction? <i>(i.e. intentional instruction around phonics, decoding, high frequency words, students practice decoding a variety of words)</i>		
...build a foundation of oral language? <i>(i.e. use of phonological and phonemic awareness activities, sound sorts, or word building activities)</i>		
...provide tools for a robust vocabulary? <i>(i.e. practice new words in an intentional way, utilize word parts to build understanding)</i>		
...add comprehension strategies to student toolboxes? <i>(i.e. modeled strategies for building understanding with mentor texts, encouraged robust discussion of a variety of story elements)</i>		
...utilize writing? <i>(i.e. writing about reading for classroom mentor texts, intentional development of independent writing ideas)</i>		
...build and nourish a love of reading? <i>(i.e. high quality read alouds, intentional book matching, quality conferencing)</i>		
...other things you notice?		
What is one thing you can take back to your classroom for tomorrow?		

Reflective Observation Form- Facilitative Routines

Teacher Observed: _____ Date: _____ Content Area/Topic: _____

Look Fors <i>How did the teacher...</i>	Observations	Reflect <i>How might you extend this to your practice?</i>
...ask open ended questions with wait time?		
...ask facilitative questions?		
...pace classroom discussions?		
...encourage students to turn and look at the speaker?		
...create structures for productive turn and talk?		
...use echo and choral reading for shared reading?		
...utilize social reflection?		
...avoid paraphrasing or repeating?		
...respond neutrally with interest?		
...utilize tools such as classroom charts or the SMARTboard to highlight routines?		
What is one thing you can take back to your classroom for tomorrow?		