

**BOARD AGENDA
INDEPENDENT SCHOOL DISTRICT 191**

Administrative Services Center, 100 River
Ridge Ct., Burnsville, MN 55337
Workshop Meeting
April 16, 2014
6:00 PM

- I. Review the Agenda
- II. Presentation 2
 - A. Teacher Evaluation Process 9
 - B. Teacher Evaluation Criteria
 - C. Teacher Evaluation Scoring
- III. Adjourn



2

TEACHER EVALUATION PROPOSAL

BURNSVILLE-EAGAN-SAVAGE

SCHOOL DISTRICT 191

APRIL 16, 2014

ISD191 Teacher Evaluation Process

- Required Components
- Three-Year Professional Review Cycle
- Student Achievement Goal in Summative Year
- ω □ Teacher Portfolio option will follow State default
- Individual Improvement and Support Plan developed by staff not attaining minimum cumulative score of 2.2 in spring of summative evaluation year.
- A summative evaluation can be performed in any year, consistent with past and present practice

ISD 191 Teacher Evaluation Criteria

- **Teaching Standards; Danielson Domains Criteria**
- **Student Learning/Achievement Goal Criteria**
- **Professional Growth Plan Criteria**

ISD191 Teacher Evaluation Scoring

- The final evaluation score(s) is determined by the principal/supervisor based on evidence collected through, but not limited to, observations, meetings, and conferences with the teacher.
- The final score is determined by sub scores in Teaching Standards--Danielson Domains, Student Learning and Achievement, and Professional Learning Plan.

Proposed Teacher Improvement Plan

- If a teacher falls below the 2.2 score, an improvement plan will be initiated. This plan is developed in consultation with the administrator, teacher, and teaching and learning team (for PD opportunities). The teacher may request support from an Instructional Coach and from the BEA. The plan is non-disciplinary.

Next Steps

- April 3-May 5
 - Communicate information to administration/Board
- April 21 – May 2
 - BEA teacher informational meetings
- May 5/6
 - BEA vote
- May 15
 - Board action
- Summer 2014
 - Danielson certification training for evaluators (Teachscape)
- School year 2014-15
 - Train all district certified staff

For more information

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ISD 191
BURNSVILLE EDUCATION ASSOCIATION

Teacher Development and Evaluation Plan

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THE TEACHER DEVELOPMENT AND EVALUATION PLAN: IMPLEMENTATION GUIDE

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OVERVIEW

The purpose of the Teacher Evaluation System is to develop, improve, and support qualified teachers and effective teaching practices, and improve student learning and success. The annual evaluation process, in the 3-year review cycle, must include having trained observer's serve as instructional coaches or having teachers participate in professional learning communities. As the teacher evaluation serves many purposes, it's most important is to ensure that teachers are focused on how their craft impacts student learning. Evaluation will be used to determine professional development needs and how best to support teachers in their efforts at closing achievement and opportunity gaps in our schools. It is through supporting and developing our instructional staff that we ultimately impact student learning.

ISD 191 Process for Plan Development

Figure 1 illustrates the framework process in which decisions are made and who is involved in making those decisions. The choice maker in ISD 191 is the School Board with the creators being the Burnsville Education Association (BEA) team members, teachers, and principals. The representative stakeholders later referred to as input team; consist of principals, Building Leadership Team (BLT), and all teachers.

Decision Making Map

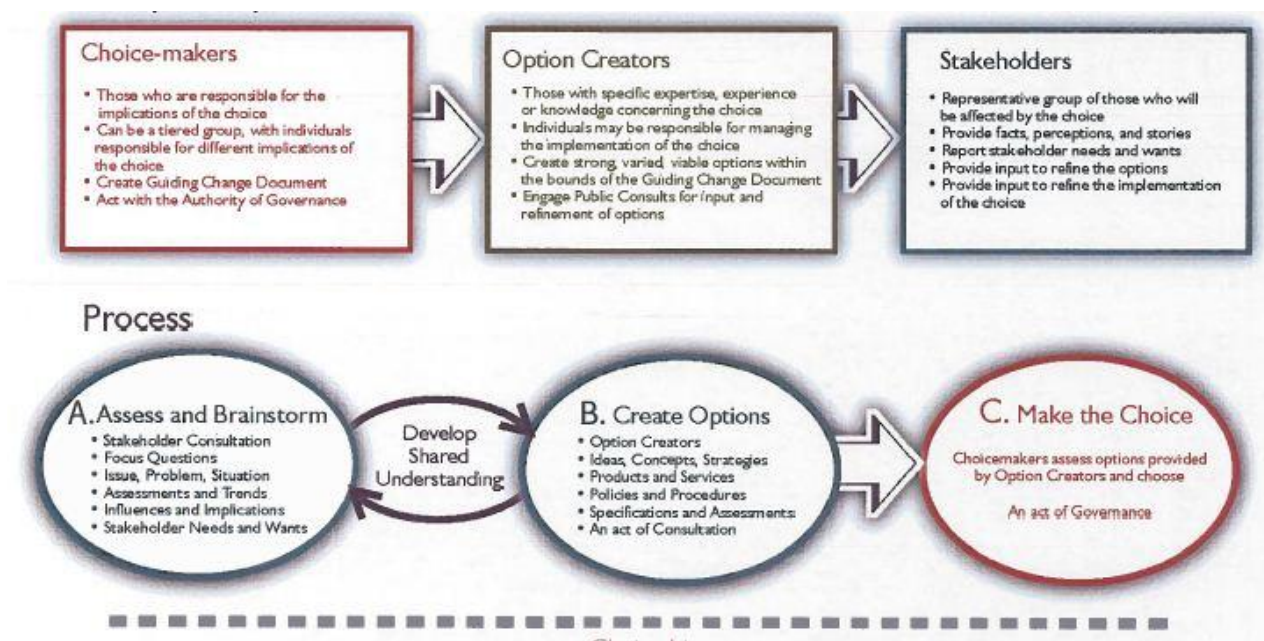


Figure 1

ISD 191 Evaluation System Participants

Choice Makers	Design Team (Knowledge/Expertise)	Input Teams (Representative Stakeholders)
<ul style="list-style-type: none"> • Bob Nystrom, BEA Exec. Officer • Michelle Carroll, BEA Exec. Officer • Mike Huemoeller, BEA Exec. Officer • Libby Deuthman, BEA Exec. Officer • Wendy Drugge, BEA Exec. Officer • Cindy Amoroso, Ass't Superintendent • Stacey Sovine, HR Director • ISD 191 Board of Education 	<ul style="list-style-type: none"> • Brian Rappe, NJH SpEd and Reading • Jennifer Jensen, BHS Soc. Studies • Jenny Hugstad-Vaa, BHS Science • Jessica Perry, HB Music • Laurel Mirs, GP 2nd grade • Perry Wilkinson, ERJH Math • Sharon Shelerud, MJH Social Studies • Anne Christenson, Cluster Psychologist • Elizabeth Vaught, EN Principal • Renee Brandner, NJH Principal 	<ul style="list-style-type: none"> • All ISD 191 Principals • All ISD 191 Teachers • Principal evaluation system design team

Evaluation Criteria: State Requirements

Minnesota Statutes, sections 122A.40, define requirements for teacher evaluation. A school board and an exclusive representative of the teachers (“teacher’s union”) must “develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement.” Districts must begin evaluating teachers in school year 2014-2015.

By statute, district teacher evaluation process must satisfy twelve criteria:

1. Must provide the requisite evaluations for probationary teachers;
2. Must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, peer review, and at least one summative evaluation by a qualified and trained evaluator;
3. Must be based on professional teaching standards established in MN Rule 8712.2000;
4. Must coordinate staff development activities with the teacher evaluation process and outcomes;
5. May allow school time for peer coaching and collaboration;
6. May include mentoring and induction programs;
7. Must allow teachers to present a portfolio demonstrating evidence of reflection and professional growth that includes teachers’ own performance assessments;
8. Must use data from valid and reliable assessments aligned to state and local academic standards and must use state or local student growth measures that may include value-added models of student learning goals to determine 35% of teacher evaluation results;
9. Must use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum for which teachers are responsible;
10. Must require qualified and trained evaluators to perform summative evaluations;
11. Must give teachers not meeting professional teaching standards the support to improve with established goals and timelines;
12. Must discipline a teacher who does not adequately improve

ISD 191 Teacher Evaluation Plan Development

The Burnsville Education Association (BEA) Work Group began gathering in November of 2012 and met at least monthly through 2014. The members included teachers and principals. The goal of the work group was to create an evaluation model for the District that met statutory requirements.

A preliminary model was presented to the School Board in May of 2013. The committee took guidance and presented a revised plan to teacher and administrative groups for feedback in November and December of 2013. A model was approved by the work group at that time and then presented to the School Board. The working document reflects decisions made by the work group to address remaining areas of concern raised by the School Board and input for education stakeholders. This model will be initially implemented in school year 2014-2015 and revised continuously.

Timeline for Implementation

History: Beginning in school year 2014-2015, the district will have a process to evaluate all teachers. Minnesota Statutes, sections 122A.40 specifies that this process must be jointly agreed to by the exclusive representative of the teachers and district. If the two parties cannot come to an agreement they must use the provided State Model outlined by the Minnesota Department of Education.

<u>Year</u>	<u>Activities</u>
School Year 2012-2013	Plan research and development
School Year 2013-2014	Plan research and development Plan approval by work group and board Plan publication Implementation planning
School Year 2014-2015	First year of implementation (First 1/3 of teachers receive summative evaluations.) Initial training of teachers, summative evaluators, and peer reviewers
School Year 2015-2016	Second year of implementation (Second 1/3 of teachers receive summative evaluations.) Continuing professional development to support educator evaluation
School Year 2016-2017	Final 1/3 of teachers receive summative evaluations. All continuing contract/tenured teachers are established on the 3-year professional review cycle. Continuing professional development to support educator evaluation

ISD 191 TEACHER GROWTH EVALUATION PROCESS

The ISD191 plan meets the state requirements in all areas. The process is a three-year process. Two years of the process are formative, and the third year is evaluative. The process for the two formative years is identical. The third year, the summative evaluation year, is similar, but includes the formal evaluation by the trained evaluator (principal/administrator) and includes the student achievement goal. Statute requires the Student Learning Goal in this year. Scoring for the evaluation year is done at the conclusion of that school year by the trained evaluator (principal/supervisor). Any teachers falling below an established cumulative score (2.2) will be directed to develop an Improvement and Support Plan, per Statute.

ISD 191 Required Components of Process

There are three components of the evaluation process: 1) Teaching Standards; 2) Student Learning and Achievement; and 3) Professional Learning Plan.

Teaching standards, student learning and achievement, and a professional learning plan are the major components of this model. Teachers, peer reviewers, and summative evaluators measure teaching standards and student outcomes in order to help teachers improve their craft and to evaluate teacher effectiveness.

Table 1, on the following page, defines each of the three model components, identifies model activities used to measure each component, and shows the weighting of each component in a teacher's final performance rating.

ISD 191 Components of the Development and Evaluation Plan

Model Component	How is this component defined?	How is this component measured?	How is this component weighted?
Teaching Standards	Danielson Domains and Rubrics By 4 domains—planning, environment, instruction, and professionalism	Using Danielson rubric and evidence gathered from observations; Self-assessment and peer review; Optional teacher portfolio.	60%
Student Learning and Achievement	A measureable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students; 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.	Assessments that will be used to measure student progress and goal attainment; Period of time covered by the goal; The expected student growth (or outcomes); The rationale for the expected student growth.	35%
Professional Learning Plan	Allows for licensed staff members to personalize their professional learning.	Self-assessment using Danielson Framework to identify components that are related to an interest and/or area of growth; Continually monitor and reflect on plan’s implementation; Complete reflective summary.	5%

Table 1

Danielson-Based Rubrics

A rubric for teacher evaluation is a set of criteria and standards by which performance can be measured. The Danielson-based rubrics are grounded in what is observable and what can be documented. They are generic and will manifest differently in different settings.

For these rubrics to be applied successfully, ALL teachers must be trained in the evaluation criteria. Those who coach and evaluate (Instructional Coaches, Building Leadership Team members, and Administrators) must receive more extensive training and build assurances that inter-rater reliability is established.

As a program administrator for the Educational Testing Service, Charlotte Danielson developed a set of standards for assessing new teachers prior to licensing. Her work on those standards for the PRAXIS III assessment led to the publication of Enhancing Professional Practice, a Framework for Teaching, in 1996. In 2007 Danielson updated the frameworks to include rubrics for some non-classroom specialist positions such as school librarians, nurses, and counselors. The 2011 edition tightened the language of her 2007 work and added examples. With this edition the Danielson Group also entered into an agreement with TeachScape to provide an evaluation instrument and training modules for educators.

ISD191 first started using Danielson rubrics for professional development with probationary teachers in 2000. Danielson rubrics then became the instrument for probationary teacher evaluation in a 2002-2003 pilot. Danielson rubrics were used for all instructional staff beginning with the District's acceptance into the Minnesota Alternative Teacher Professional Pay System (Q-Comp), titled Pro-Pay in our district, in 2006. At that time, it became apparent that the Danielson rubrics had not been developed for non-classroom teachers, such as Guidance Counselors, Licensed School Nurses, and others. So, the district embarked on developing and adopting locally developed rubrics modeled after Danielson's work.

Since initial adoption of Pro-Pay, Danielson has published several updates and revisions to her work. Some non-classroom positions have been included in her updates. However, those rubrics are somewhat generic and do not necessarily align with Minnesota standards and ISD191 job descriptions. While Danielson (2011) serves as the recommended version for teacher evaluation there are still needs to clarify the expectations for non-classroom teachers. Also, in the years since rubrics were written or modified for non-classroom positions, some of those positions have had job duty changes.

All of the Danielson rubrics, and district-written or district-modified rubrics, need to be continuously reviewed and updated to ensure they are current, match current job duties, and all Trained Evaluators, Instructional Coaches, and teachers are following the same rubrics.

In the ISD 191 process, every certified staff member engages in the three-year cycle as detailed, below. In each school year, approximately one-third of certified staff will be in each of the three years of the cycle.

The Three-Year Professional Review Cycle



Figure 2

Formative Years 1 and 2

Overview

In formative years one and two of the teacher evaluation process, the teacher and Instructional Coach will hold a fall conference to set the stage for the formative evaluation year. Prior to the fall conference, the teacher will complete a self-assessment, draft a professional learning plan, and draft a collaborative team goal.

Self-Assessment of Danielson Domains

The self-assessment form is completed by the teacher, prior to the fall meeting, using Danielson rubrics. The Instructional Coach may complete a pre-assessment using the same form and rubric.

During the meeting the teacher and Instructional Coach will discuss areas of strength and areas where the teacher would like to grow. They will also discuss what supports the teacher may need to improve the growth areas.

Professional Learning Plan

Each licensed staff member needs to develop a Professional Learning Plan (PLP) that aligns with the School Improvement Plan and two self-selected components from domains two and/or three of Danielson's Framework as modified. The PLP allows for licensed staff members to personalize their professional learning.

The teacher will come to the fall meeting with a draft of a PLP with goals that are aligned with the Site Improvement Plan. The teacher and administrator will discuss and refine the PLP. Process expectations are:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your PLP.
6. Continually monitor and reflect on the plan's implementation, regularly using data about professional learning directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with an Instructional Coach.
8. At the conclusion of the year, complete a reflective summary for your PLP and evidence prior to the spring conference with your Instructional Coach.

Collaborative Team Goal

The teacher will come to that fall meeting with a draft of the Collaborative Team (CT) goal. This goal will be discussed with the Instructional Coach and refined with the CT, in collaboration with the Building Leadership Team. The principal has the authority to give input on the goal to ensure its alignment with the School Improvement Plan.

Summative Evaluation Year 3

Overview

A teacher receives a summative evaluation at least once in the three-year professional review cycle. The summative evaluation includes feedback for further growth and development and a final performance rating is determined by the principal/administrator from all evidence collected through activities and observations. The expectation is that a teacher is effective and will continually improve their practice. A teacher with an unsatisfactory summative performance must be supported through a teacher improvement process and potentially disciplined as outlined in Minnesota Statutes 122A.40 if not making adequate progress to improve.

Self-Assessment of Danielson Domains

The self-assessment form is completed by the teacher, prior to the fall meeting, using Danielson rubrics. The principal/administrator may complete a pre-assessment using the same form and rubric or rely on teacher self-assessment.

During the meeting, the teacher and principal/administrator will discuss areas of strength, areas where the teacher would like to grow, areas where the principal/administrator sees opportunity, and areas where the teacher and principal/administrator may not be in complete agreement. They will also discuss what supports the teacher may need to improve in the growth areas. This is also where the teacher will address their plan for measuring student engagement.

Student Learning and Achievement Goal

A Student Learning Goal (SLG) is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. 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 includes:

- The student population included in the goal
- 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

The teacher will come to the fall meeting with a draft of the Student Learning Goal (SLG). This goal will be discussed and refined during the conference. The teacher may use, or adapt, the CT goal if it has a student learning focus.

Professional Learning Plan

Each licensed staff member needs to develop a Professional Learning Plan (PLP) that aligns with the School Improvement Plan and two self-selected components from domains two and/or three of Danielson's Framework as modified. The PLP allows for licensed staff members to personalize their professional learning.

The teacher will come to the fall meeting with a draft of a PLP with goals that are aligned with the Site Improvement Plan. The teacher and administrator will discuss and refine the PLP. Process expectations are:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your PLP.
6. Continually monitor and reflect on the plan's implementation, regularly using data about professional learning directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with an instructional coach and trained evaluator.
8. At the conclusion of the year, complete a reflective summary for your PLP and evidence prior to the spring conference with your principal/administrator.

Observations

Each licensed staff member will participate in three observations. Two will be completed with an instructional coach and one with principal/administrator.

Observations completed with the instructional coach will address the PLP goal and two components from Danielson's Frameworks Domain's 2 and/or 3.

TEACHER EVALUATION CRITERIA

Teaching Standards; Danielson Domains Criteria

There are four Danielson domains: Planning and Preparation, The Classroom Environment, Instruction (included Student Engagement) and Professional Responsibilities. Each domain has a four-point rubric with specific criteria for each level of performance. Teachers will receive scores for each of the four Danielson Domains, with 1 being low and 4 being high.

Student Learning and Achievement Goal Criteria

Teachers will present data to determine the attainment of the Student Learning/Achievement Goal. They will receive a score based on the level of attainment: 1 if there was no progress, 2 if there was some progress, 3 if the goal was attained, and 4 if the goal was exceeded.

Professional Learning Plan Criteria

Each licensed staff member will develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three of Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

The PLP includes: a goal that is aligned with the site improvement plan; strategies and action steps for implementation; resources needed to accomplish the plan; implementation and monitoring timelines; and what evidence will be collected to indicate impact on instruction and impact on student learning. Progress on the PLP is discussed at each observation throughout the year. Finally, an end-of-year reflective summary is completed.

The reflective summary focuses on these criteria:

- Document the key concepts that you have learned this year by summarizing the reflections recorded in your Ongoing Professional Learning Plan Reflection.
- Document how your teaching has changed as a result of your professional learning.
- Document how your students' learning has been improved/enhanced as a result of your professional learning
- Document what you have learned about your teaching in relation to the two Danielson's components you selected this year. (Refer to post-observation feedback and Danielson Framework)
- Document how your changes in teaching and your students' changes in learning have contributed to your building's School Improvement Goal.

There are 4 levels of attainment: 1, Submitting a PLP; 2, Showing evidence that the strategies and action plan has been followed; 3, Showing evidence that the PLP resulted in a change in practice; 4, Showing evidence that there was an impact on student achievement as a result of the PLP.

TEACHER EVALUATION SCORING

The final evaluation score(s) is determined by the principal/administrator based on evidence collected through, but not limited to, observations, meetings, and conferences with the teacher. The final score is determined by sub scores in Teaching Standards (Danielson Domains), Student Learning and Achievement, and Professional Learning Plan. Specific information on scoring in each of these areas is below.

Scoring Teaching Standards (Danielson Domains)

This component will equal 60 percent of the final evaluation score. The four domain scores will be weighted:

- **Danielson Scoring 60%**
 - DOMAIN I (Planning and Preparation), 15%
 - DOMAIN II (The Classroom Environment), 15%
 - DOMAIN III (Instruction), 20% (this domain includes student engagement)
 - DOMAIN IV (Professional Responsibilities), 10%
 - We will continue to use Charlotte Danielson 2011 model, using 1-4 scoring

Scoring Student Learning and Achievement Goal Attainment

This component will equal 35 percent of the final evaluation score, per State statute. The score will be calculated as follows:

- **Student Learning 35%**
 - 1 – No progress toward goal
 - 2 – Progress toward goal is outside of target parameters
 - 3 – Goal is met; Progress is within “target” parameters
 - 4 – Goal is exceeded

Scoring Professional Learning Plan

This component equals five percent of the final evaluation score. The professional learning plan score will be based on the impact of the teacher’s professional growth on student learning.

- **Professional Learning Plan 5%**
 - 1 – Plan is submitted

- 2 – Action steps are implemented
- 3 – Teacher demonstrates change in professional practice based on PLP
- 4 – Teacher can show impact on student learning based on Professional Learning Plan

TEACHER PORTFOLIO (OPTIONAL)

A teacher possesses the individual right to submit a portfolio to the instructional coach or trained observer as a source of evidence. An observer must consider portfolio evidence, if submitted, when determining component ratings for a summative evaluation. The portfolio must include a teacher's own performance assessment based on student work and examples of teachers' work, which may include video among other activities.

INDIVIDUAL IMPROVEMENT AND SUPPORT PLAN

If a teacher falls below the 2.2 score, an individual improvement and support plan will be initiated. This plan is developed in consultation with the administrator, teacher, and teaching and learning team (for PD opportunities). The teacher may request support from an Instructional Coach and from the BEA. The plan is non-disciplinary.

Improvement and support plan must include:

- Identified resources, support and other strategies to be provided to address documented deficiencies
- A timeline for implementing such resources, support and other strategies in the course of the same school year as the plan is issued
- Indicators of success including a specified, summative rating.

APPENDIX

Teacher Development and Evaluation Plan Forms	A
Overview.....	A1
Checklist.....	A2
Individual Self-Assessments	B
Classroom Teacher	B1
Guidance Counselor	B2
Media Specialist.....	B3
Nurse	B4
Occupational Therapist.....	B5
Psychologist	B6
Social Worker.....	B7
Special Education Teacher.....	B8
Speech Pathologist	B9
TOSA	B10
Student Learning Goal	C
Overview.....	C1
Report	C2
Professional Learning Plan.....	D
Classroom Teacher	D1
Guidance Counselor	D2
Media Specialist.....	D3
Nurse	D4
Occupational Therapist.....	D5
Psychologist	D6
Social Worker.....	D7
Special Education Teacher.....	D8
Speech Pathologist	D9

TOSA	D10
Observations	E
Classroom Teacher	E1
Guidance Counselor	E2
Media Specialist.....	E3
Nurse	E4
Occupational Therapist.....	E5
Psychologist.....	E6
Social Worker.....	E7
Special Education Teacher.....	E8
Speech Pathologist	E9
TOSA	E10

Burnsville-Eagan-Savage

Teacher Evaluation

FALL CONFERENCE

2014-15

The teacher and trained evaluator (administrator) will hold a Fall Conference to set the stage for the evaluation year. Prior to the Fall Conference, the teacher will complete a self-assessment, draft a PLP, draft CT goals, and draft a plan for longitudinal measurement of student engagement (Danielson 3 C).

SELF-ASSESSMENT:

The self-assessment form is completed by the teacher, prior to the fall meeting, using the Danielson rubrics (2011). Other Danielson (2007) or rubrics modified to align with our district may be used for non-classroom teachers. The evaluator may also complete a pre-assessment using the same form and rubric.

During the meeting the teacher and evaluator will discuss areas of strength, areas where the teacher would like to grow, and areas where the teacher and evaluator may not be in complete agreement. They will also discuss what supports the teacher may need to improve in the growth areas.

PROFESSIONAL LEARNING PLAN (PLP):

The teacher will come to the fall meeting with a draft of a PLP with goals that are aligned with the Site Improvement Plan (SIP). The teacher and administrator will discuss and refine the PLP.

COLLABORATIVE TEAM GOAL (CT):

The teacher will come to the fall meeting with a draft of the CT goal. This goal will be discussed with the administrator and refined with the CT, in collaboration with the BLT.

STUDENT LEARNING GOAL (SLG):

The teacher will come to the fall meeting with a draft of the SLG. This goal will be discussed and refined during the conference. The teacher may use, or adapt, the CT goal if it has a student learning focus.

Burnsville-Eagan-Savage

Teacher Evaluation

FALL CONFERENCE

2014-15

Name _____ Date _____

Site _____ Administrator/Evaluator _____

Checklist:

- Danielson Self-Assessment
- Draft Professional Learning Plan
- Draft CT goal
- Include plan for measuring student engagement (Domain 3, component C)
- Draft student learning goal

Discussion Summary: [type here]

Follow up CHECK LIST (date):

- Final PLP submitted by October 15
- Final CT goal submitted by October 15
- Final Student Learning Goal submitted by October 15

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment
Classroom Teacher 2014-2015

Name: _____

Date: _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating Knowledge of Content and Pedagogy				
B. Demonstrating Knowledge of Students				
C. Setting Instructional Outcomes				
D. Demonstrating Knowledge of Resources				
E. Designing Coherent Instruction				
F. Designing Student Assessments				

Domain 2. The Classroom Environment	4	3	2	1
A. Creating an Environment of Respect and Rapport				
B. Establishing a Culture for Learning				
C. Managing Classroom Procedures				
D. Managing Student Behavior				
E. Organizing Physical Space				

Domain 3. Instruction	4	3	2	1
A. Communicating with Students				
B. Using Questioning and Discussion Techniques				
C. Engaging Students in Learning				
D. Using Assessment in Instruction				
E. Demonstrating Flexibility and Responsiveness				

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on Teaching				
B. Maintaining Accurate Records				
C. Communicating with Families				
D. Participating in a Professional Community				
E. Growing and Developing Professionally				
F. Showing Professionalism				

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment
Guidance Counselor 2014-2015

Name _____

Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge of counseling theory and techniques				
B. Demonstrating knowledge of child and adolescent development				
C. Establishing goals for the counseling program appropriate to the setting and the students served.				
D. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school district				
E. Planning the counseling program, integrated with the regular school program				
F. Developing a plan to evaluate the counseling program				

Domain 2. The Environment	4	3	2	1
A. Creating an environment of respect and rapport				
B. Establishing a culture for productive communication				
C. Managing routines and procedures				
D. Establishing standards of conduct and contributing to the culture for student behavior throughout the school				
E. Organizing physical space				

Domain 3. Delivery of Service	4	3	2	1
A. Assessing students' needs				
B. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs				
C. Using counseling techniques in individual and classroom programs				
D. Brokering resources to meet needs				
E. Demonstrating flexibility and responsiveness				

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Maintaining records and submitting them in a timely fashion				
C. Communicating with families				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism				

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment
Media Specialist 2014-2015

Name _____ Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge of literature and current trends in library/media practice and information technology				
B. Demonstrating knowledge of the school's program and student information needs within that program				
C. Establishing goals for the library/media program appropriate to the setting and the students served				
D. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan				
E. Planning the library/media program integrated with the overall school program				
F. Developing a plan to evaluate the library/media program				

Domain 2. The Environment	4	3	2	1
A. Creating an environment of respect and rapport				
B. Establishing a culture for investigation and love of literature				
C. Establishing and maintaining library procedures				
D. Managing student behavior				
E. Organizing physical space to enable smooth flow				

Domain 3. Delivery of Service	4	3	2	1
A. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations				
B. Collaborating with teachers in the design of instructional units and lessons				
C. Engaging students in enjoying literature and in learning information skills				
D. Assisting students and teachers in the use of technology in the library/media center				
E. Demonstrating flexibility and responsiveness				

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Preparing and submitting reports and budgets				
C. Communicating with the larger community				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism				

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment
Nurse 2014-2015

Name _____ Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating medical knowledge and skill in nursing practice				
B. Demonstrating knowledge of developmental stages				
C. Demonstrating knowledge of diversity and cultural heritage				
D. Identifying and assessing individual student health needs				
E. Demonstrating knowledge of school, district, and community resources				

Domain 2. The Environment	4	3	2	1
A. Creating an environment of respect and confidentiality				
B. Establishing a culture for health and wellness				
C. Following health service protocols and procedures				
D. Organizing health office and management of materials and supplies				

Domain 3. Delivery of Service	4	3	2	1
A. Managing emergency and non-emergency interactions				
B. Delegating and supervising selected nursing functions				
C. Developing individual health plans (IHP's) and emergency care plans				
D. Developing comprehensive health assessments for the IEP process				
E. Medication management and administration				
F. Performing and documenting skilled nursing care				
G. Reporting and controlling communicable diseases and assuring compliance of "No Shots/No School" policy				
H. Conducting health screenings				

Domain 4. Professional Responsibilities	4	3	2	1
A. Maintaining health records in accordance with policy and submitting reports in a timely fashion				
B. Communicating with families and staff				
C. Engaging in professional development				
D. Demonstrating professional conduct and confidentiality				
E. Demonstrating knowledge of governmental regulations as well as awareness of family/individual rights in the school setting				
F. Participating in a professional community				

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment
Occupational Therapist 2014-2015

Name _____ Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge of students' individual needs				
B. Selecting therapy session goals				
C. Demonstrating knowledge of resources both inside and outside of the district				
D. Designing appropriate therapy sessions				
E. Evaluating student progress				

Domain 2. The Environment	4	3	2	1
A. Creating an environment of respect and rapport				
B. Establishing a culture of progress				
C. Managing therapy sessions				
D. Influencing student behavior				
E. Organizing physical space				

Domain 3. Delivery of Service	4	3	2	1
A. Communicating clearly and accurately				
B. Engaging students in learning				
C. Providing feedback to students				
D. Demonstrating flexibility and responsiveness				

Domain 4. Professional Responsibilities	4	3	2	1
A. Responding to referrals, consulting with teachers				
B. Evaluating students in compliance with state and federal guidelines				
C. Planning interventions				
D. Equipment is maintained and adapted to meet student needs				
E. Due process records a kept according to professional standards				
F. Participate in a professional community				

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment
Psychologist 2014-2015

Name _____

Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge and skill in using psychological instruments to evaluate students				
B. Demonstrating knowledge of child and adolescent development and psychopathology				
C. Establishing goals for the psychology program appropriate to the setting and the students served				
D. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
E. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention				
F. Developing a plan to evaluate the psychology program				

Domain 2. The Environment	4	3	2	1
A. Establishing rapport with students				
B. Establishing a culture for positive mental health throughout the school				
C. Establishing and maintaining clear procedures for referrals				
D. Establishing standards of conduct in the testing center				
E. Organizing physical space for testing of students and storage of materials				

Domain 3. Delivery of Service	4	3	2	1
A. Responding to referrals; consulting with teachers and administrators				
B. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines				
C. Chairing evaluation team				
D. Planning interventions to maximize students' likelihood of success				
E. Maintaining contact with community mental health service providers				
F. Demonstrating flexibility and responsiveness				

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Communicating with families				
C. Maintaining accurate records				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism				

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment

Social Worker 2014-2015

Name _____ Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Assessment/Intervention	4	3	2	1
A. Utilizing systems theory in identification of family and student needs				
B. Utilizing systems theory in developing and implementing interventions				
C. Utilizing community resources in the identification and intervention process				
D. Communicating necessary information from the assessment and intervention process to the team				

Domain 2. Development of Relationship and Rapport	4	3	2	1
A. Demonstrating knowledge of social and emotional development				
B. Ability to develop relationships with students and families				
C. Ability to work with multi-disciplinary teams				
D. Ability to develop relationships with diverse student populations				

Domain 3. Social Work Practice Skills	4	3	2	1
A. Facilitating individual support and counseling skills				
B. Facilitating the group process				
C. Working with community interagency service providers				
D. Facilitating mental health interventions				
E. Facilitating crisis intervention				

Domain 4. Professional Responsibilities	4	3	2	1
A. Participating in the development and implementation of Special Education due process				
B. Showing professionalism - following the NASW Code of Ethics				
C. Growing and Developing Professionally				

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment

Special Education Teacher
2013-2014

Name _____

Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating Knowledge of Content and Pedagogy				
B. Demonstrating Knowledge of Students				
C. Selecting Instructional Goals				
D. Demonstrating Knowledge of Resources				
E. Designing Coherent Instruction				
F. Assessing Student Learning				

Domain 2. The Classroom Environment	4	3	2	1
A. Creating an Environment of Respect and Rapport				
B. Establishing a Culture for Learning				
C. Managing Classroom Procedures				
D. Managing Student Behavior				
E. Organizing Physical Space				

Domain 3. Instruction	4	3	2	1
A. Communicating Clearly and Accurately				
B. Using Questioning and Discussion Techniques				
C. Engaging Students in Learning				
D. Providing Feedback to Students				
E. Demonstrating Flexibility and Responsiveness				

Domain 4. Professional Responsibilities	4	3	2	1
A. Due Process/Parent Involvement				
B. Evaluation Process				
C. IFSP/IEP/IIIP				
D. Teaming				
E. Behavior Management Specific to Students with Special Education Needs				
F. Transition from School to Adult Life				

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment
Speech Pathologist 2014-2015

Name _____ Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge and skill in the speech therapy area; holding the relevant certificate or license				
B. Establishing goals for the therapy program appropriate to the setting and the students served				
C. Demonstrating knowledge of district, state and federal guidelines				
D. Demonstrating knowledge of resources, both within and beyond the school and district				
E. Planning the therapy program, integrated with the regular school program, to meet the needs of individual students				
F. Developing a plan to evaluate the therapy program				

Domain 2. The Environment	4	3	2	1
A. Establishing rapport with students				
B. Organizing time effectively				
C. Establishing and maintaining clear procedures for referrals				
D. Establishing standards of conduct in the therapy setting				
E. Organizing physical space for testing of students and providing therapy				

Domain 3. Delivery of Service	4	3	2	1
A. Responding to referrals and evaluating student needs				
B. Developing and implementing treatment plans to maximize students' success				
C. Communicating with families				
D. Collecting information; writing reports				
E. Demonstrating flexibility and responsiveness				

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Collaborating with teachers and administrators				

C. Maintaining an effective data-management system				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism, including integrity, advocacy, and maintaining confidentiality				

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment
TOSA 2014-2015

Name _____

Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge of current trends in specialty area and PPD				
B. Demonstrating knowledge of school's program and levels of teacher skill in delivering that program				
C. Establishing goals for the instructional support program appropriate to the setting and the teachers served				
D. Demonstrating knowledge of resources, both within and beyond the school and district				
E. Planning the instructional support program, integrated with the overall school program				
F. Developing a plan to evaluate the instructional support program				

Domain 2. The Classroom Environment	4	3	2	1
A. Creating an environment of trust and respect				
B. Establishing a culture for ongoing instructional improvement				
C. Establishing clear procedures for teachers to gain access to instructional support				
D. Establishing and maintaining norms of behavior for professional interactions				
E. Organizing physical space for workshops or training				

Domain 3. Instruction	4	3	2	1
A. Collaborating with teachers in the design of instructional units and lessons				
B. Engaging teachers in learning new instructional skills				
C. Sharing expertise with staff				
D. Locating resources for teachers to support instructional improvement				
E. Demonstrating flexibility and responsiveness				

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Preparing and submitting budgets and reports				
C. Communicating work with other instructional specialists				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism, including integrity and confidentiality				

Burnsville-Eagan-Savage

Teacher Evaluation

Student Learning Goal

2014-2015

Name: _____

Date: _____

A student learning goal (SLG) is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. 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 includes

- The student population or sample included in the goal;
- 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.

Describe the student population that will be measured (whole class or subgroup):

What assessment will be used? (may be chosen from assessment menu)

Why was this assessment chosen?

Start date of pre-assessment:

End date for final assessment:

What is the expected growth for the group and what are the margins of error?

What is the rationale for the expected growth?

Burnsville-Eagan-Savage
Teacher Evaluation
Student Learning Goal: REPORT
2014-2015

Name: _____ Date: _____

Attach the pre-assessment data and final assessment data.

Analysis of the data:

SCORE:

- 1 -- There was no progress toward the goal**
- 2 -- Progress toward the goal was outside the "target" parameters**
- 3 -- Goal was met; Progress was within the "target" parameters**
- 4 -- Goal was exceeded**

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Classroom Teacher

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three of Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan Template

Name:	Building:									
	Principal/Supervisor:									
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.										
Collaborative Team Goal:										
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.										
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Domain Number	Component Letter	Title of Component								
Professional Learning Goal:										
Action Plan										
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>										

Resources:

Implementation and Monitoring Timelines:

When will my PLP goal happen?

- *Implementation*
- *Monitoring*

Evidence of Impact on Instruction:

What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?

Evidence of Impact on Student Learning:

What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Guidance Counselor

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan Template

Name:	Building:									
	Principal/Supervisor:									
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.										
Collaborative Team Goal:										
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.										
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Domain Number	Component Letter	Title of Component								
Professional Learning Goal:										
Action Plan										
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>										

Resources:
Implementation and Monitoring Timelines: <i>When will my PLP goal happen?</i> <ul style="list-style-type: none">• <i>Implementation</i>• <i>Monitoring</i>
Evidence of Impact on Instruction: <i>What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?</i>
Evidence of Impact on Student Learning: <i>What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?</i>

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Media Specialist

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan Template

Name:	Building:									
	Principal/Supervisor:									
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.										
Collaborative Team Goal:										
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.										
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Domain Number	Component Letter	Title of Component								
Professional Learning Goal:										
Action Plan										
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>										

Resources:

Implementation and Monitoring Timelines:

When will my PLP goal happen?

- *Implementation*
- *Monitoring*

Evidence of Impact on Instruction:

What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?

Evidence of Impact on Student Learning:

What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Nurse

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan Template

Name:	Building:									
	Principal/Supervisor:									
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.										
Collaborative Team Goal:										
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.										
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Domain Number	Component Letter	Title of Component								
Professional Learning Goal:										
Action Plan										
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>										

Resources:

Implementation and Monitoring Timelines:

When will my PLP goal happen?

- *Implementation*
- *Monitoring*

Evidence of Impact on Instruction:

What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?

Evidence of Impact on Student Learning:

What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Occupational Therapist

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan Template

Name:	Building:									
	Principal/Supervisor:									
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.										
Collaborative Team Goal:										
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.										
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Domain Number	Component Letter	Title of Component								
Professional Learning Goal:										
Action Plan										
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>										

Resources:

Implementation and Monitoring Timelines:

When will my PLP goal happen?

- *Implementation*
- *Monitoring*

Evidence of Impact on Instruction:

What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?

Evidence of Impact on Student Learning:

What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Psychologist

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan Template

Name:	Building:									
	Principal/Supervisor:									
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.										
Collaborative Team Goal:										
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.										
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Domain Number	Component Letter	Title of Component								
Professional Learning Goal:										
Action Plan										
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>										

Resources:

Implementation and Monitoring Timelines:

When will my PLP goal happen?

- *Implementation*
- *Monitoring*

Evidence of Impact on Instruction:

What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?

Evidence of Impact on Student Learning:

What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Social Worker

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan Template

Name:	Building:									
	Principal/Supervisor:									
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.										
Collaborative Team Goal:										
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.										
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Domain Number	Component Letter	Title of Component								
Professional Learning Goal:										
Action Plan										
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>										

Resources:

Implementation and Monitoring Timelines:

When will my PLP goal happen?

- *Implementation*
- *Monitoring*

Evidence of Impact on Instruction:

What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?

Evidence of Impact on Student Learning:

What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Special Ed

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan Template

Name:	Building:									
	Principal/Supervisor:									
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.										
Collaborative Team Goal:										
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.										
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Domain Number	Component Letter	Title of Component								
Professional Learning Goal:										
Action Plan										
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>										

Resources:
Implementation and Monitoring Timelines: <i>When will my PLP goal happen?</i> <ul style="list-style-type: none">• <i>Implementation</i>• <i>Monitoring</i>
Evidence of Impact on Instruction: <i>What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?</i>
Evidence of Impact on Student Learning: <i>What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?</i>

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Speech Pathologist

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan Template

Name:	Building:									
	Principal/Supervisor:									
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.										
Collaborative Team Goal:										
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.										
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Domain Number	Component Letter	Title of Component								
Professional Learning Goal:										
Action Plan										
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>										

Resources:
Implementation and Monitoring Timelines: <i>When will my PLP goal happen?</i> <ul style="list-style-type: none">• <i>Implementation</i>• <i>Monitoring</i>
Evidence of Impact on Instruction: <i>What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?</i>
Evidence of Impact on Student Learning: <i>What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?</i>

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- TOSA

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan Template

Name:	Building:									
	Principal/Supervisor:									
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.										
Collaborative Team Goal:										
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.										
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Domain Number	Component Letter	Title of Component								
Professional Learning Goal:										
Action Plan										
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>										

Resources:
Implementation and Monitoring Timelines: <i>When will my PLP goal happen?</i> <ul style="list-style-type: none">• <i>Implementation</i>• <i>Monitoring</i>
Evidence of Impact on Instruction: <i>What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?</i>
Evidence of Impact on Student Learning: <i>What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?</i>

Observations - Instructional Staff 2014-2015

Description:

Each licensed staff member will participate in three observations. Two will be completed with an instructional coach and one with a trained observer. Licensed staff must be observed at least three times each year. Licensed staff must be observed by two different observers.

Observations completed with the instructional coach will address your Professional Learning Plan goal and two components from Danielson's Frameworks Domains 2 and/or 3.

- *Two of the three observations must be completed with an Instructional Coach.*
- *Observation #1 must be with an Instructional Coach to be completed by December 20th, 2014.*
- *Observation #2 must be with a different Instructional Coach, Principal, or BLT Member by February 15th, 2014. OR, **If on Cycle One, by your Evaluator.***
- *Observation #3 must be with an Instructional Coach by May 2nd, 2014.*

Note: Administrators (or administrative designee) will conduct three summative observations for probationary teachers by March 15.

Process Expectations for Each Observation:

1. Schedule your pre- and post-observation conferences and your observation with your instructional coach or with another trained observer.
2. Electronically send an updated copy of your Professional Learning Plan and complete the pre-observation portion of the form before your pre-observation conference.
3. Complete/send the post-observation portion of the form prior to your post-observation conference.

Timeline:

Observations need to be completed per the following timeline: Observation one by December 20th, observation two by February 15th, and observation three by May 2nd.

Name:

Grade Level/Content Area:

Pre-Observation Form and Professional Learning Plan Reflection

Part 1: Lesson Overview

Respond to the following reflective prompts in preparation for your observation either with an instructional coach or with another trained observer.

Please complete and forward Part I prior to your pre-observation meeting.

1. What is the primary learning target for the lesson you will be teaching?
What is your "I Can" statement (written in student friendly language) and how do you plan to communicate this to students?
2. What instructional practices do you plan to use to deliver your lesson?
(Examples: whole group lecture, partners or groups, small group discussion)
3. What assessment strategies (formal and informal) do you plan to use to monitor student learning?
How will you use assessment data to inform your teaching?
4. How do you plan to cognitively engage your students in your lesson?
Focus on all aspects of the lesson - beginning, middle, and closure.
5. What other information would you like me to know (i.e., instructional materials or other resources, information about students, current adaptations, other)?
6. List the two Danielson's components from your Professional Learning Plan.

Domain Number	Component Letter	Title of Component

Part 2: Ongoing Professional Learning Plan Reflection

Document the scope of your professional learning plan to share with either an instructional coach or by another trained observer. Please update this form throughout the year.

Professional Learning Plan Goal:

Professional Learning:

- *Record the key concepts you are learning or have learned about in relation to your Professional Learning Plan.*

Round 1:

Round 2:

Round 3:

Impact on Instruction

- *Record how your teaching is/has been changing as a result of your professional learning.*

Round 1:

Round 2:

Round 3:

Impact on Student Learning

- *Record how your students' learning has been improved/enhanced as a result of your professional learning.*

Round 1:

Round 2:

Round 3:

Observations - Non-Instructional Staff 2014-2015

Description:

Each licensed staff member will participate in three observations. Two will be completed with an instructional coach and one with a trained observer. Licensed staff must be observed at least three times each year. Licensed staff must be observed by two different observers.

Observations completed with the instructional coach will address your Professional Learning Plan goal and two components from Danielson's Frameworks Domains 2 and/or 3.

- *Two of the three observations must be completed with an Instructional Coach.*
- *Observation #1 must be with an Instructional Coach to be completed by December 20, 2013.*
- *Observation #2 must be with a different Instructional Coach, Principal, or BLT Member by February 15, 2014. OR, If on Cycle One, by your evaluator.*
- *Observation #3 must be with an Instructional Coach by May 2, 2014.*

Note: Administrators (or administrative designee) will conduct three summative observations for probationary teachers by March 15.

Process Expectations for Each Observation:

1. Schedule your pre- and post-observation conferences and your observation with your instructional coach or with another trained observer.
2. Electronically send an updated copy of your Professional Learning Plan and complete the pre-observation portion of the form before your pre-observation conference.
3. Complete/send the post-observation portion of the form prior to your post-observation conference.

Timeline:

Observations need to be completed per the following timeline: Observation one by December 20, 2013, observation two by February 2, 2014, and observation three by May 2, 2014.

Name:
Position:

Pre-Observation Form and Professional Learning Plan Reflection

Part 1: Observation Overview

Respond to the following reflective prompts in preparation for your observation with either an instructional coach or with another trained observer.

Please complete and forward Part I prior to your pre-observation meeting.

1. What do you intend to accomplish during this observation?
2. What professional practices do you plan to use or discuss during the observation?
3. What assessment strategies (formal and informal) do you plan to use to determine if your practice is effective?
4. How do you plan to cognitively engage your audience (students, staff, and family members) during the observation?
6. What other information would you like me to know (i.e., instructional materials or other resources, information about students and families, current adaptations, other)?
6. List the two Danielson's components from your Professional Learning Plan.

Domain Number	Component Letter	Title of Component

Part 2: Ongoing Professional Learning Plan Reflection

Document the scope of your professional learning plan to share with either an instructional coach or by another trained observer. Please update this form throughout the year.

Professional Learning Plan Goal:

Professional Learning:

- *Record the key concepts you are learning or have learned about in relation to your Professional Learning Plan.*

Round 1:

Round 2:

Round 3:

Impact on Planning and Preparation

- *Record how your work is/has been changing as a result of your professional learning.*

Round 1:

Round 2:

Round 3:

Impact on Student Learning

- *Record how your audience's (students') learning has been improved/enhanced as a result of your professional learning.*

Round 1:

Round 2:

Round 3:

Burnsville-Eagan-Savage

Independent School District 191

Observation Form

2014-2015

Name _____

Date of Observation _____

Feedback on Domain 2 and/or 3; Component ____:

Feedback on Domain 2, and/ or 3; Component ____:

Professional Learning Plan Goal:

Name:

Grade Level/Content Area:

Post-Observation Form

Please take a few moments to reflect and record your thoughts about your lesson before the post-observation meeting.

1. When you reflect on your lesson, what part of the lesson was the most effective? Why?
2. Given the opportunity to teach this lesson again to the same group of students, what could be done differently? Why?
3. Did the students learn what you intended? How do you know?
Did the students meet the learning target? How do you know?
4. When thinking about your continued professional learning, what do you want or need to do to deepen your understanding and enhance your practice?

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

Classroom Teacher

2014-2015

Name: _____ Date of Observation: _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating Knowledge of Content and Pedagogy				
B. Demonstrating Knowledge of Students				
C. Setting Instructional Outcomes				
D. Demonstrating Knowledge of Resources				
E. Designing Coherent Instruction				
F. Designing Student Assessments				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 1:

Domain 2. The Classroom Environment	4	3	2	1
A. Creating an Environment of Respect and Rapport				
B. Establishing a Culture for Learning				
C. Managing Classroom Procedures				
D. Managing Student Behavior				
E. Organizing Physical Space				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 2:

Domain 3. Instruction	4	3	2	1
A. Communicating with Students				
B. Using Questioning and Discussion Techniques				
C. Engaging Students in Learning				

D. Using Assessment in Instruction				
E. Demonstrating Flexibility and Responsiveness				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on Teaching				
B. Maintaining Accurate Records				
C. Communicating with Families				
D. Participating in a Professional Community				
E. Growing and Developing Professionally				
F. Showing Professionalism				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

Guidance Counselor

2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge of counseling theory and techniques				
B. Demonstrating knowledge of child and adolescent development				
C. Establishing goals for the counseling program appropriate to the setting and the students served.				
D. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school district				
E. Planning the counseling program, integrated with the regular school program				
F. Developing a plan to evaluate the counseling program				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 1:

Domain 2. The Environment	4	3	2	1
A. Creating an environment of respect and rapport				
B. Establishing a culture for productive communication				
C. Managing routines and procedures				
D. Establishing standards of conduct and contributing to the culture for student behavior throughout the school				
E. Organizing physical space				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 2:

Domain 3. Delivery of Service	4	3	2	1
A. Assessing students' needs				

B. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs				
C. Using counseling techniques in individual and classroom programs				
D. Brokering resources to meet needs				
E. Demonstrating flexibility and responsiveness				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Maintaining records and submitting them in a timely fashion				
C. Communicating with families				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

Media Specialist

2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge of literature and current trends in library/media practice and information technology				
B. Demonstrating knowledge of the school's program and student information needs within that program				
C. Establishing goals for the library/media program appropriate to the setting and the students served				
D. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan				
E. Planning the library/media program integrated with the overall school program				
F. Developing a plan to evaluate the library/media program				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 1:

Domain 2. The Environment	4	3	2	1
A. Creating an environment of respect and rapport				
B. Establishing a culture for investigation and love of literature				
C. Establishing and maintaining library procedures				
D. Managing student behavior				
E. Organizing physical space to enable smooth flow				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 2:

Domain 3. Delivery of Service	4	3	2	1
A. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations				
B. Collaborating with teachers in the design of instructional units and lessons				
C. Engaging students in enjoying literature and in learning information skills				
D. Assisting students and teachers in the use of technology in the library/media center				
E. Demonstrating flexibility and responsiveness				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Preparing and submitting reports and budgets				
C. Communicating with the larger community				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

Nurse

2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating medical knowledge and skill in nursing practice				
B. Demonstrating knowledge of developmental stages				
C. Demonstrating knowledge of diversity and cultural heritage				
D. Identifying and assessing individual student health needs				
E. Demonstrating knowledge of school, district, and community resources				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 1:

Domain 2. The Environment	4	3	2	1
A. Creating an environment of respect and confidentiality				
B. Establishing a culture for health and wellness				
C. Following health protocols and procedures				
D. Organizing health office and management of materials and supplies				

TOTAL POINTS	
Divide by 4 = Domain Score	

Feedback on Domain 2:

Domain 3. Delivery of Service	4	3	2	1
A. Managing emergency and non-emergency interactions				
B. Delegating and supervising selected nursing functions				
C. Developing individual health plans (IHP's) and emergency care plans				
D. Developing comprehensive health assessments for the IEP process				

E. Medication management and administration				
F. Performing and documenting skilled nursing care				
G. Reporting and controlling communicable diseases and assuring compliance of "No Shots/No School" policy				
H. Conducting health screenings				

TOTAL POINTS	
Divide by 8 = Domain Score	

Feedback on Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Maintaining health records in accordance with policy and submitting reports in a timely fashion				
B. Communicating with families and staff				
C. Engaging in professional development				
D. Demonstrating professional conduct and confidentiality				
E. Demonstrating knowledge of governmental regulations as well as awareness of family/individual rights in the school setting				
F. Participating in a professional community				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

Occupational Therapist

2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating Knowledge of students' individual needs				
B. Selecting therapy session goals				
C. Demonstrating knowledge of resources both inside and outside of the district				
D. Designing appropriate therapy sessions				
E. Evaluating student progress				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 1:

Domain 2. The Environment	4	3	2	1
A. Creating an environment of respect and rapport				
B. Establishing a culture of progress				
C. Managing therapy sessions				
D. Influencing student behavior				
E. Organizing physical space				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 2:

Domain 3. Delivery of Service	4	3	2	1
A. Communicating clearly and accurately				
B. Engaging students in learning				
C. Providing feedback to students				

D. Demonstrating flexibility and responsiveness				
---	--	--	--	--

TOTAL POINTS	
Divide by 4 = Domain Score	

Feedback on Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Responding to referrals, consulting with teachers				
B. Evaluating students in compliance with state and federal guidelines				
C. Planning interventions				
D. Equipment is maintained and adapted to meet student needs				
E. Due process records a kept according to professional standards				
F. Participate in a professional community				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

Psychologist

2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge and skill in using psychological instruments to evaluate students				
B. Demonstrating knowledge of child and adolescent development and psychopathology				
C. Establishing goals for the psychology program appropriate to the setting and the students served				
D. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
E. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention				
F. Developing a plan to evaluate the psychology program				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 1:

Domain 2. The Environment	4	3	2	1
A. Establishing rapport with students				
B. Establishing a culture for positive mental health throughout the school				
C. Establishing and maintaining clear procedures for referrals				
D. Establishing standards of conduct in the testing center				
E. Organizing physical space for testing of students and storage of materials				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 2:

Domain 3. Delivery of Service	4	3	2	1
A. Responding to referrals; consulting with teachers and administrators				
B. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines				
C. Chairing evaluation team				
D. Planning interventions to maximize students' likelihood of success				
E. Maintaining contact with community mental health service providers				
F. Demonstrating flexibility and responsiveness				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Communicating with families				
C. Maintaining accurate records				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

Social Worker

2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Assessment/Intervention	4	3	2	1
A. Utilizing systems theory in identification of family and student needs				
B. Utilizing systems theory in developing and implementing interventions				
C. Utilizing community resources in the identification and intervention process				
D. Communicating necessary information from the assessment and intervention process to the team				

TOTAL POINTS	
Divide by 4 = Domain Score	

Feedback Domain 1:

Domain 2. Development of Relationship and Rapport	4	3	2	1
A. Demonstrating knowledge of social and emotional development				
B. Ability to develop relationships with students and families				
C. Ability to work with multi-disciplinary teams				
D. Ability to develop relationships with diverse student populations				

TOTAL POINTS	
Divide by 4 = Domain Score	

Feedback Domain 2:

Domain 3. Social Work Practice Skills	4	3	2	1
A. Facilitating individual support and counseling skills				
B. Facilitating the group process				
C. Working with community interagency service providers				
D. Facilitating mental health interventions				
E. Facilitating crisis intervention				

TOTAL POINTS	
Divide by 5= Domain Score	

Feedback Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Participating in the development and implementation of Special Education due process				
B. Showing professionalism - following the NASW Code of Ethics				
C. Growing and Developing Professionally				

TOTAL POINTS	
Divide by 3 = Domain Score	

Feedback Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

Special Education Teacher

2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating Knowledge of Content and Pedagogy				
B. Demonstrating Knowledge of Students				
C. Selecting Instructional Goals				
D. Demonstrating Knowledge of Resources				
E. Designing Coherent Instruction				
F. Assessing Student Learning				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 1:

Domain 2. The Classroom Environment	4	3	2	1
A. Creating an Environment of Respect and Rapport				
B. Establishing a Culture for Learning				
C. Managing Classroom Procedures				
D. Managing Student Behavior				
E. Organizing Physical Space				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback Domain 2:

Domain 3. Instruction	4	3	2	1
A. Communicating Clearly and Accurately				
B. Using Questioning and Discussion Techniques				
C. Engaging Students in Learning				
D. Providing Feedback to Students				
E. Demonstrating Flexibility and Responsiveness				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Due Process/Parent Involvement				
B. Evaluation Process				
C. IFSP/IEP/IIIP				
D. Teaming				
E. Behavior Management Specific to Students with Special Education Needs				
F. Transition from School to Adult Life				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

Speech Pathologist

2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license				
B. Establishing goals for the therapy program appropriate to the setting and the students served				
C. Demonstrating knowledge of district, state and federal guidelines				
D. Demonstrating knowledge of resources, both within and beyond the school and district				
E. Planning the therapy program, integrated with the regular school program, to meet the needs of individual students				
F. Developing a plan to evaluate the therapy program				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 1:

Domain 2. The Environment	4	3	2	1
A. Establishing rapport with students				
B. Organizing time effectively				
C. Establishing and maintaining clear procedures for referrals				
D. Establishing standards of conduct in the therapy setting				
E. Organizing physical space for testing of students and providing therapy				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 2:

Domain 3. Delivery of Service	4	3	2	1
A. Responding to referrals and evaluating student needs				
B. Developing and implementing treatment plans to maximize students' success				
C. Communicating with families				
D. Collecting information; writing reports				
E. Demonstrating flexibility and responsiveness				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Collaborating with teachers and administrators				
C. Maintaining an effective data-management system				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism, including integrity, advocacy, and maintaining confidentiality				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

TOSA

2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge of current trends in specialty area and PPD				
B. Demonstrating knowledge of school's program and levels of teacher skill in delivering that program				
C. Establishing goals for the instructional support program appropriate to the setting and the teachers served				
D. Demonstrating knowledge of resources, both within and beyond the school and district				
E. Planning the instructional support program, integrated with the overall school program				
F. Developing a plan to evaluate the instructional support program				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 1:

Domain 2. The Classroom Environment	4	3	2	1
A. Creating an environment of trust and respect				
B. Establishing a culture for ongoing instructional improvement				
C. Establishing clear procedures for teachers to gain access to instructional support				
D. Establishing and maintaining norms of behavior for professional interactions				
E. Organizing physical space for workshops or training				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 2:

Domain 3. Instruction	4	3	2	1
A. Collaborating with teachers in the design of instructional units and lessons				
B. Engaging teachers in learning new instructional skills				
C. Sharing expertise with staff				
D. Locating resources for teachers to support instructional improvement				
E. Demonstrating flexibility and responsiveness				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Preparing and submitting budgets and reports				
C. Communicating work with other instructional specialists				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism, including integrity and confidentiality				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date