

ISD 318

Teacher Development and Evaluation Plan

Ratified by EDMN Local #1314
April 11, 2014

Last Revision Date - August 2016

ISD 318

Teacher Development and Evaluation (TDE) Plan

State statute is written in red.

ISD 318 Local Plan Overview According to Minnesota statute: State law allows a school board and an exclusive representative of the teachers to develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement. (122A.40 Subd.8 and 122A.41 Subd.5) To view the complete statutes go to www.revisor.mn.gov. A successful local ratification vote and compliance with the local unions' constitutions and bylaws is required before an exclusive representative can agree to a locally bargained teacher evaluation plan.

According to ISD 318: The Teacher Development and Evaluation Plan shall facilitate the sharing of valuable information between administrators and educators, forming an individualized development plan that is well defined, meaningful, purposeful, and allows for enough flexibility to accommodate all educator roles.

TDE Committee Structure: The ISD #318 TDE committee will be comprised of an equal number of teachers and administrators. The purpose of the committee is to serve as an oversight committee to ensure the plan is in place and actively implemented by district and teachers. The HR Director will serve as committee clerk for facilitation purposes only. The HR Director will not count as an administrator nor have voting rights.

- I. **(1) must, for probationary teachers provide for all evaluations required under subdivision 5;**

Probationary Teacher Cycle

Probationary teachers will be evaluated at least three times a year during their probationary period by a qualified, trained evaluator such as a school administrator. It is important to note that according to Minnesota law, observations performed by peer observers can be requested by administration as part of the personnel file.

Each evaluation will include at a minimum a pre-conference/(face to face or plans emailed), a teaching demonstration (most often a classroom lesson of approximately 45 minutes duration), and a post teaching demonstration conference. Each evaluation will be based on *Charlotte Danielson Rubric*. The first evaluation

will occur within the first 90 days of teaching service.

Probationary teachers will work with administration and their mentor to develop annual improvement plans. Plans will be guided by needs observed during observations. Annual improvement plans will be discussed during each subsequent observation.

Throughout this continuous improvement process, probationary teachers communicate with their mentors for advice, coaching, and support.

Probationary teachers are expected to achieve an average score of Basic or higher on evaluation rubric on three evaluations by the end of the year. During the probationary period, any teacher not meeting these expectations may or may not have their contract renewed for the following year.

II. Must establish a three-year professional review cycle for each teacher that includes an individual growth plan, a peer review process, the opportunity to participate in a professional learning community under paragraph (a), and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator. For the years when a tenured teacher is not evaluated by a qualified and trained evaluator, the teacher must be evaluated by a peer reviewer.

Continuing Contract Teacher Cycle Continuing contract teachers will be evaluated based on a three-year cycle. One summative evaluation will be performed by a qualified and trained evaluator such as a school administrator at the end of the three year cycle as required by Minnesota Statutes, sections 122A.40 and 122A.41.

Continuing contract teachers are expected to achieve an average score of Proficient or higher on evaluation rubrics. Based on the summative evaluation results, a teacher either returns to the three-year cycle or enters the teacher support & improvement process and receives assistance and support.

Both peer reviews and summative evaluations of continuing contract teachers will be based on *Charlotte Danielson Rubric* that address teacher practice and student engagement.

Teachers will be provided an opportunity to participate in regularly scheduled professional

learning communities. These professional learning communities will focus on goal development and assessment, peer coaching/review, as well as professional collaboration.

III. **Must be based on professional teaching standards established in rule;**

Professional Teaching Standards as defined by the Charlotte Danielson Framework will be used to observe, evaluate and develop Teacher **Support & Improvement Plans**.

IV. **Must coordinate staff development activities under sections 122A.60 and 122A.61 with this evaluation process and teachers' evaluation outcomes.**

Creation of a Staff Development Committee in each district is required by Minnesota Statutes.

District, classroom and shared goals in the District TDE Plan will directly drive use of staff development funds. Staff Development will also be guided by needs demonstrated by teaching staff during administrative evaluation.

A representative of the Staff Development Committee will attend each TDE Committee meeting in order to promote continuity and transparency in the creation of Staff Development initiatives. A Staff Development budget will be available upon request.

V. **May provide time during the school day and school year for peer coaching and mentoring.**

The district and the union agree that Professional Learning Communities provide the opportunities for peer coaching/review, collaboration, and mentoring.

I. **May include mentoring and induction programs;**

Mentoring will be part of the ISD 318 TDE Plan.

Mentors must be a licensed teacher with previous classroom experience. Mentors must demonstrate knowledge of current best practices in development of curriculum

and instructional delivery.

Mentors are responsible for orienting new faculty to the district policies and procedures. They will meet regularly with mentees to provide support, guidance and advice focusing on best practice, classroom management and standards based instruction. In addition, mentors will provide observations upon request.

Mentors will also provide guidance as probationary teachers develop and implement their Individual Growth and Development Plan, student learning goals, and portfolio(optional).

- II. **Must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with section 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment based on student work samples and examples of teachers' work, which may include video among other activities for the summative evaluation;**

The portfolio option provides teachers with an additional opportunity to demonstrate their proficiency in teacher practice, student engagement and student learning and achievement. Portfolios are effective tools for the collection of evidence of, artifacts demonstrating and reflections of professional growth in all three areas. All teachers have the right to exercise the option. Likewise, the choice of portfolio format and platform belongs to the teacher. A summative evaluator must consider portfolio evidence, if submitted, when determining component ratings for a summative evaluation.

In this example, evidence of existing lesson plans would be considered by the assigned evaluator in the "planning domain" while the evidence of reflection and growth would be considered in the "professional responsibilities" domain.

Portfolios may contain evidence such as the following:

- Reflection Statements
- Evidence of participation in professional learning activities
- Evidence of leadership
- Evidence of collaboration with other educators and with families
- Sample communications to families and other stakeholders
- Self-Assessment and Peer Review forms
- Student work samples
- Examples of teacher work such as lesson plans
- Videos of lessons
- Student data including results of student learning goals

- III. **Must use student learning goals to determine 35% of teacher evaluation results;**
 &
- IV. **Must use longitudinal data on student engagement and connection, and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible;**

In the last year of the three-year cycle the Summative Evaluations will be compiled. The Summative Evaluation will involve one area/class/curriculum in which goals, observations and evaluations have been focused. The Summative Evaluation score will be taken from the following areas in the following quantified percentages:

Teacher Practice	55%
Student Learning Goals	35%
<u>Student Engagement</u>	<u>10%</u>
Total	100%

Teacher Practice will be taken from the Evaluations based on the Charlotte Danielson Framework. The criteria of the 55% teacher practice component (ie. proficient...90% of 55%)

· Distinguished	100%
· Proficient	90%
· Basic	75%
· Unsatisfactory	<60%

Student Learning Goals

Criteria of 35% Student Learning Goal

Data Driven Student Learning Goal Established	25%
Documented Collaboration through Peer Review	25%
Progress Summary	50%

Student Engagement scores will be based on components from Charlotte Danielson Framework.

- V. **Must require qualified and trained evaluators such as school administrators to perform Summative Evaluations**

Evaluators who conduct the evaluations must be trained in application of the Danielson Framework.

The responsibilities of evaluators include performing three evaluations per year for probationary teachers, and will evaluate continuing contract teachers during their their Summative Evaluation year. Evaluators must also coordinate the compilations of the Summative Evaluations in the last year of the three year cycle.

- VI. **Must give teachers not meeting professional teacher standards under clauses (3) through (10) support to improve through a Teacher Improvement Process that includes established goals and timelines;**
- &
- VII. **Must discipline a teacher for not making adequate progress in the Teacher Improvement Process under clause (11)**

A deficiency in one area of evaluation will trigger one additional observation from the evaluator. If the results of the second observation continues to show a deficiency the teacher will be placed on a Teacher **Support & Improvement Plans (TSIP)**.

If this teacher is found to be deficient in subsequent evaluations the teacher will immediately be placed on a Teacher **Support & Improvement Plans (TSIP)**.

The **TSIP** will include an explanation of concerns and identify the specific area needing improvement (based on the Danielson Framework) as well as evidence to corroborate the explanation.

All **TSIP** meetings must be face to face. The teacher has the right to Union representation, to request a mentor, and to offer supporting documentation to show improvement and growth.

The School District will provide support and training to insure that the teacher is ready to implement the **TSIP**. Any expenses related to support or training of the individual on the **TSIP** plan must be approved by the superintendent. This includes but is not limited to classes, seminars, workshops, professional growth conferences, books, curriculum resources, professional learning teams.

In the year of implementation, the building principal will meet with the teacher on a regular basis **as identified on the TSIP form(s)** to note the progress of the **TSIP**. The principal will then evaluate if the teacher is meeting the goals. ~~The principal and the~~

~~teacher will sign that goals are being met.~~ If the teacher is meeting or has met the goals, the **TSIP** plan will end or may end at any point during the year of implementation. If the teacher is not meeting the goals within the year of implementation, the principal will offer additional mentoring and the district will provide more support and training.

If a teacher is not meeting the goals of the **TSIP** after one year of implementation administration may, using due process, appropriately discipline that teacher.