Annandale Public Schools

Teacher Evaluation Plan

Evaluation Requirements per Minnesota Statute 122A.40

The 2011 legislature enacted laws that establish teacher accountability requirements beginning in the 2014-15 school year. The teacher accountability laws allow a school board and the exclusive representative of the teachers to jointly agree to an annual teacher evaluation and peer review process for probationary and non-probationary teachers. Annual teacher evaluations are designed to develop, improve, and support teachers and effective teaching practices and improve student learning and success.

All annual teacher evaluations must satisfy 12 criteria:

- Provide the requisite evaluations for probationary teachers.
- Establish a three-year professional review cycle for each teacher that includes a growth and development plan, peer review, the opportunity to participate in a professional learning community, and at least one summative evaluation performed by a qualified and trained evaluator.
- Be based on professional teaching standards.
- Coordinate staff development activities with the evaluation process and outcomes.
- Allow school time for coaching and collaboration when necessary.
- Include mentoring and induction programs.
- Allow teachers to present a portfolio demonstrating evidence of reflection and professional growth that includes teachers' own performance assessment as an option.
- Use an agreed upon teacher value added assessment where value added data are available and state or local student growth measures where value added data are unavailable as a basis for 35 percent of teacher evaluation results.
- Use longitudinal data on student engagement and other student outcome measures aligned with curriculum for which teachers are responsible.
- Require qualified and trained evaluators to perform summative evaluations.
- Require teacher not meeting professional standards the support to improve with established goals and timelines.
- Discipline a teacher who does not adequately improve.

ISD 876 Annandale Public Schools Teacher Evaluation Plan

Annandale Public Schools Teacher Evaluation Plan is structured in tandem with Annandale Public Schools Q Comp Plan. Under the district Q Comp plan, teachers are committed to collaborative development of instructional best practice knowledge and skills to promote student learning success. The Teacher Evaluation Plan is based on Minnesota's Standards of Effective Practice for Teachers.

Evaluation of probationary teachers will be conducted three times a year by a summative evaluator according to Minnesota law, including one formal observation cycle in the first 90 days of employment. The formal evaluation cycle shall consist of a planning pre-observation conference, an extended classroom observation, and a post-observation conference, presenting documented evidence and feedback. The evaluator will use a rubric shared by the Q Comp plan that is provided to the teacher ahead of the planning conference.

Evaluations are based upon versions of Charlotte Danielson's model, appropriate to the teacher's assignment. This model is research-based and has specific categories with defined observable performance indicators. Performance ratings include 4 levels: Unsatisfactory, Basic, Proficient, and Distinguished. The "Proficient" indicator is the minimal standard for a successful evaluation.

Teachers will participate in peer observations according to the requirements of the Annandale Q Comp Plan, which specifies three live, class period observations of direct classroom instruction during every school year. No teacher's observation score will be reported to administration by the peer observer, Q Comp Lead Peer Coaches, or Q Comp Advisors.

Peer observers will be trained according to the Minnesota Q Comp requirements as detailed in Q Comp Requirements and Guiding Principles 040414.

Teachers will participate in professional learning communities and other professional development activities as detailed in the Q Comp plan, and when appropriate, in conjunction with administration led professional learning communities and other professional development activities.

Local measures of student growth based on data from local or state assessments aligned to academic standards, and documented and tracked in the teacher's Individual Professional Growth and Development Plan (PGP), can be used to meet the requirement for 35% of a teacher's summative evaluation. One plan can meet the Q Comp and Teacher Evaluation requirements.

Longitudinal data should be the result of the teacher's selected plan to collect and reflect on student engagement data in the evaluation cycle. Teachers will be provided with suggested sources of student engagement data.

A professional portfolio may be established by any teacher to collect evidence of reflection and growth and include a teacher's performance self-assessment. This portfolio is not required, but it is the teacher's choice to provide any evidence to the summative evaluator for inclusion in the summative evaluation. A portfolio may not be used as a substitute for peer observation under the Q Com plan.

The three year evaluation cycle for tenured teachers requires an annual evaluation process with a summative evaluation **at least once during the cycle** from a qualified and trained evaluator. Other evaluation measures, such as peer observations under Q Comp, are expected each year.

The summative evaluator must be a qualified and trained evaluator, such as an administrator.

The summative evaluator will make a holistic evaluation of the teacher's performance after accounting for the 35% of the summative evaluation based on growth data.

The summative evaluator will provide support for any continuing contract teacher with a final summative rating of Basic or Unsatisfactory, including established goals and timelines for improvement. Any teacher may plan specific support from the summative evaluator and/or peers and Q Comp leaders, including established goals and timelines.

Teacher evaluation will include peer coaching and teacher collaboration in pre- and post- observation meetings and in professional learning communities. Induction and mentoring will be part of staff development. Mentors appropriate to the new teacher's needs will be assigned and mentor and mentee will be required to meet with the new teacher in an established timeline to ensure timely collaboration. A timeline of induction activities will be established. The new teacher is encouraged to ask for support from any teacher deemed helpful to the new teacher's improvement efforts.

All teachers will be trained in evaluation rubrics and procedures. All teachers will be encouraged to use and be coached in the use of information from any observations to inform Individual Growth and Development Plan in professional learning communities.

A teacher is expected to attain a Proficient summative rating. As part of a teacher's Individual Growth and Development Plan, a teacher will ask for and engage in support from peers and administration, setting timelines and benchmarks to measure proficiency.

Continuing Contract Checklist for Teachers

Year 1

- Develop your Professional Growth Plan (PGP) including your data collection plan
- Participate in your Professional Learning Community (PLC) & Q Comp Learning Teams
- Collect Student Engagement Data
  - See form: Student Engagement Guiding Questions and Example Measures
- 3 - Q Comp Peer Observations

Year 2

- Develop your Professional Growth Plan (PGP) including your data collection plan
- Participate in your Professional Learning Community (PLC) & Q Comp Learning Teams
- Collect Student Engagement Data
  - See form: Student Engagement Guiding Questions and Example Measures
- 3 - Q Comp Peer Observations

Year 3

- Develop your Professional Growth Plan (PGP) including your data collection plan
- Participate in your Professional Learning Community (PLC) & Q Comp Learning Teams
- Collect Student Engagement Data
  - See form: Student Engagement Guiding Questions and Example Measures
- 2 - Q Comp Peer Observations
- 1 – Summative Evaluation by school administrator

* Building Administration will place all teachers on the starting year cycle.

3-year Summative Evaluation

- Evidence of completion of peer observations
  - Provide a copy of Q Comp Observation Summary Form
- Administrative Observation
  - Provide a copy of Q Comp Observation Rubric
- Professional Growth Plan
  - Provide a copy of the PGP Form and Data Summary

Probationary Teacher Checklist

Year 1

- Develop your Professional Growth Plan (PGP) including your data collection plan
- Participate in your Professional Learning Community (PLC) & Q Comp Learning Teams
- Collect Student Engagement Data
  - See form: Student Engagement Guiding Questions and Example Measures
- 3 – Evaluations by School Administrator

Year 2

- Develop your Professional Growth Plan (PGP) including your data collection plan
- Participate in your Professional Learning Community (PLC) & Q Comp Learning Teams
- Collect Student Engagement Data
  - See form: Student Engagement Guiding Questions and Example Measures
- 3 – Evaluations by School Administrator

Year 3

- Develop your Professional Growth Plan (PGP) including your data collection plan
- Participate in your Professional Learning Community (PLC) & Q Comp Learning Teams
- Collect Student Engagement Data
  - See form: Student Engagement Guiding Questions and Example Measures
- 3 - Evaluations by School Administrator

3-year Summative Evaluation

- Evidence of completion of observations
  - Provide a copy of Q Comp Observation Summary Form
- Administrative Observations
  - Provide a copy of Q Comp Observation Rubrics
- Professional Growth Plan
  - Provide a copy of the PGP Form and Data Summary

Q-Comp Observation Rubric 2014-2015

2a: Creating an Environment of Respect

Unsatisfactory (1) Negative, inappropriate, insensitive. Teacher doesn't address respect.	Basic (2) Favoritism, disregard for developmental, cultural needs. Not disrespectful, but not warm.	Proficient (3) Polite, respectful, business-like, but doesn't support risk-taking.	Distinguished (4) Students support each other, call each other on disrespect.
Possible Examples/Indicators			
* Students give negative feedback (roll eyes, slump in chair, etc.) * Many students talk while the teacher and other students are talking. Teacher does not correct them. * Teacher does not use student names	* Students attend passively (take notes) but also tend to talk, text, etc. * Students give half-hearted effort to the task. * Students do not engage with each other.	* Teacher greets students by name, gets on their level (kneeling, etc.) * Students and teacher use basic courtesies such as please, thank you * Students attend fully to teacher and peers.	* Teacher inquiries show knowledge of students (specific extra-curriculars or hobbies) * Students questions a classmate (didn't you mean?) and student responds (Oh, maybe you're right) * Students "shhh" each other when a peer or teacher is talking.

Direct Observations . . .

2b: Establishing a Culture for Learning

Unsatisfactory (1) Little commitment to learning; low expectations.	Basic (2) Little commitment to learning; task completion orientation. High expectations only for students with high aptitude.	Proficient (3) Learning is valued; high expectations for learning + work, precise language.	Distinguished (4) Cognitively busy. High expectations. Students initiate, give feedback, revise others' work, value precise language.
Possible Examples/Indicators			
* Teacher tells student that they are doing a lesson because it is "in the book", "district-mandated", etc. * Students turn in sloppy or incomplete work. * Students do not complete homework; Teacher does not respond.	* Teacher says "I think most of you will be able to do this". * Only some students get right to work after an assignment is given. Students help each other fill in a worksheet without challenging one another's thinking. * No encouragement for struggling students.	* Teacher says "This is important because you will need it for a job interview". * Teacher hands a paper back to a student saying "I know you can do better" and the student accepts it without complaint. * Students get to work right away.	* Students asks a classmate to explain a concept or procedure. * Students question one another on answers. * A student asks the teacher to redo a piece of work after seeing that it could be strengthened.

Direct Observations. .

2c: Managing Classroom Procedure

Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Confusion, inefficient routines, procedures, transitions.	Some off-task, inefficient routines and procedures.	Smooth, efficient routines, transitions. Productively engaged.	Students initiate, manage groups, transitions, know routines.

Possible Examples/Indicators

*Transition to small groups are confusing and slow—students do not know where to go. *Distribution of materials and supplies is time consuming. *At the beginning of the lesson, roll-taking consumes much time while students are not working on anything.	*Some students not working with the teacher are off-task. *Transition between large and small group activities requires 5 mins, but is accomplished. *Students ask clarifying questions about procedures.	* In small group work, students have established roles; listen to one another, summarizing different views, etc. * Transitions are smooth and speedy. * There is an established system (such as color-coded) indicating where materials are stored.	* Students remind classmates of roles they are to play in small groups. * Students redirect classmates that are not working with the teacher. * Students independently check themselves into class on the attendance board.

Direct Observations . . .

2d: Managing Student Behavior

Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Chaotic, ineffective response.	Uneven maintenance of order.	Generally appropriate behavior. Teacher monitors and responds effectively.	Students monitor behavior. Teacher is preventative and sensitive.

Possible Examples/Indicators

*Students are talking among themselves with no attempt by the teacher to silence them. *Students are running around the room, resulting in chaos. *Students are using their phones and other electronic devices. The teacher makes no attempt to stop them.	*Classroom rules are posted, but neither the teacher nor the student refer to them. * The teacher repeatedly asks students to take their seat, some students ignore him/her. * Double-standards. Asking one student for a later pass but not another	* Upon a nonverbal signal from the teacher, students correct their behavior. *Teacher moves to all areas of the room. * The teacher gives the student a hard look and the student stops talking to a neighbor.	*A student suggests a revision to one of the classroom rules. * A teacher notices that some students are talking amongst themselves and without a word moves nearer to them. The talking stops. *The teacher speaks privately to a student about misbehavior.

Direct Observations . . .

2e: Organizing Physical Space

Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Unsafe or inaccessible physical resources.	Safe, accessible to most; modest use of physical resources, limited effectiveness.	Safe, equal access, appropriate use of physical resources.	Safe effective use to fit learning. Students contribute to management.

Possible Examples/Indicators

* There are electrical cords running around the classroom. * A whiteboard is in the classroom, but it is facing the wall. * There is an obstructed view for some students.	* The teacher ensures that dangerous chemicals are stored safely. * Classroom desks are not moved for small group work, requiring students to lean around each other. * The teacher tries to use the computer to illustrate a concept, but requires several attempts to make it work.	*There are established guidelines concerning where supplies, backpacks, materials are left during class to keep pathways clear. *The teacher has desks arranged so students can work in small groups. *The use of technology extends the lesson.	*Students ask if they can shift the furniture to better suit small group discussion. * A student closes the door to shut out noise. * A student suggests an application of the whiteboard for an activity.

Direct Observations . . .

3a Communicating with Students

Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Purpose of lesson is unclear; errors in content; no strategies are explained. Problems with teacher's academic vocabulary. Language is inappropriate	Purpose of lesson is somewhat unclear. Minor errors in content; strategy info not info for independent work. Language is correct but academic vocabulary is rarely clear.	Clear purpose of lesson linked to broader learning. Accurate info scaffolded; useful strategies explained and modeled. Academic vocabulary clear, language precise and appropriate.	Purpose of lesson linked to curriculum. Directions, procedures clear, anticipate misunderstandings. Students explain thinking. Expressive, precise language builds vocabulary.

Possible Examples/Indicators

* Student asks "What are we supposed to be doing?" and the teacher ignores the question. * Students become disruptive and talk amongst themselves in an effort to follow the lesson. * Teacher uses technical terms without explanation.	* A student asks, "What are we supposed to be doing?" and the teacher clarifies the task. * A teacher says, "Watch me while I show you," asking students only to listen. * A number of students do not appear to be following the explanation.	* Teacher says that by the end of the lesson you will all be able to… * Teacher uses the board for task directions so students can refer throughout the lesson. * Teacher asks for student examples to clarify an explanation.	* The teacher asks a student to explain a task to other students. * The teacher asks students to consider a concept from a different perspective. * Teacher says, "Here is a spot where other students have struggled, read it carefully."

Direct Observations

3b: Using Questioning and Discussion Techniques

Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Questions are low challenge, single answer, recitation style. Teacher centric, answers not explained. Few participate in discussion.	Many questions have a single answer. Teacher invites, calls on, asks students to explain and respond to each other; yet talk is teacher centric.	Genuine discussion with time to respond; teacher steps aside or challenges students as appropriate. Uses strategies ensuring students are heard.	Variety of questions and prompts. Students ensure voices are heard, challenge each other, initiate higher order questions.

Possible Examples/Indicators

* All questions are "recitation" type, such as "What is 3 X 4?" *Teacher only calls on students with their hand up. * A student responds with the wrong information, and the teacher doesn't follow up.	* A teacher asks a question and the usual three students respond. * A teacher calls on a student and the student does not respond. * A teacher asks a student to expand on their answer but they cannot	* The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian. * Teacher asks a question and then asks for all students to write a brief response and share with a partner. * Teacher asks a question and then asks students to find support for their answer in the text	* A student asks, "How many ways are there to get the answer?" * A student says to classmate, "I don't agree with you because…" * A student asks, "What if…?"

Direct Observations . . .

3c: Engaging Students in Learning

Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Tasks, activities, materials are poorly aligned to outcomes. Groups are unsuitable for outcomes. Lesson not defined structure. Poor pacing	Partially aligned lesson to outcomes. Minimal thinking, passive participation without explanation. Groups are moderately suitable.	Lesson aligned to outcomes. Challenging content with teacher scaffolding. Groups and pacing suitable. Most students are engaged.	Complex thinking, challenging content. Students are resources. Lesson is structured with fitting pace. Students reflect on learning.

Possible Examples/Indicators

* Teacher lectures for 45 minutes. * Worksheets do not match student ability. * Not enough time is given to complete the assignment.	* There is a recognizable beginning, middle and end to lesson. * Only 3/5 of students are able to do assigned work. * The teacher dominates the lesson time.	* Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table. * The lesson is neither rushed nor does it drag. * 5/27 of students have finished the assignment early and begin to talk; the teacher assigns a follow-up activity.	* Students determine which of several tools (protractor, spreadsheet, or calculator) would be most suitable to solve a math problem. * Students identify or create their own learning materials. * Students summarize their learning from the lesson.

Direct Observations . . .

3d: Using Assessment in Instruction

Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Students unaware of assessment criteria. Little monitoring of learning. Little, no poor feedback.	Students have partial awareness of assessment criteria. Teacher checks group understanding; little feedback.	Students know assessment criteria: teacher checks groups for evidence. Some Students self assess.	Assessments integrated in lessons. Shared criteria and feedback—self assess and monitor learning.

Possible Examples/Indicators

* Student questions how the the assignment will be graded. * Teacher forges ahead with lesson without checking for understanding. * Teacher gives grades to students without feedback.	* Teacher asks "Does anyone have a question?" * When student completes a problem on the board, the teacher corrects the work without explanation. * After receiving the correct response from a student, the teacher continues lesson without checking for all students understanding.	* Teacher circulates offering suggestions to students during work-time. * The teacher uses specifically formulated to check for evidence of student understanding. * Teacher asks students to look over their papers to correct errors, most engage.	* Teacher reminds students of the characteristics of high quality work. * While students are working, teacher circulates providing specific feedback to individual students. * Teacher uses popsicle sticks or exit tickets to elicit evidence of student understanding.

Direct Observations . .

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3e: Demonstrating Flexibility and Responsiveness

Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Ignores questions. Doesn't monitor and adjust lesson. Blames students for lack of understanding.	Accepts responsibility for success, but has few strategies. Little adjustment based on assessment.	Successful accommodation of questions and interests. Persists in supporting understanding. Adjusts lesson.	Use any and all interests adjusting and differentiating; repertoire of strategies.

Possible Examples/Indicators

* Teacher says, "We don't have time for that today." * Teacher says, "If you just pay attention you could understand this." * When the student asks the teacher to explain a procedure again the teacher says, "Just do the homework assignment, you'll get it then."	* Teacher says, "I'll try to think of another way to come at this and get back to you." * The teacher says, "I realize not everyone understands this but we can't spend any more time on it." * The teacher rearranges the student groups in an attempt to increase understanding which partially works.	* The teacher says, "That's an interesting idea; let's see how it fits." * The teacher says, "This seems to be more difficult for you than I expected. Let's try this way." * The teacher illustrates a principle of good writing to a student using his interest in basketball as context.	* Teacher stops lesson midstream and says, "This doesn't seem to be working. Here is another way I would like to try." * Teacher incorporates the upcoming championship game into an explanation of averages. * Teacher says, "If we have to come back to this tomorrow, we will. It is really important that you understand this."

Direct Observations . . .

Signatures →

<u>Please attach:</u>

- o Pre-Observation Conference Form
- o Post-Observation Reflection Form

Teacher's score out of a possible 40: _____

Staff member signature:_____ Date: _____

Observer signature: _____ Date: _____

*Signatures indicate that this evaluation has been reviewed and discussed by both the observer and staff member.

Observation Summary Form for ISD # 876

Staff Member: _____ School Year: _____

Building: Community Education   Elementary School   Middle School   High School

Current Status: Probationary   Career (tenured)

First Observation: _____ Date: _____ Score 30 or more   Yes   No

                Observers Signature   Observer Title: Peer Coach   Administrator

Second Observation: _____ Date: _____ Score 30 or more   Yes   No

                Observers Signature   Observer Title: Peer Coach   Administrator

Third Observation: _____ Date: _____ Score 30 or more   Yes   No

                Observers Signature   Observer Title: Peer Coach   Administrator

□ The observed teacher will receive the Q-Comp Performance Pay and advance on the salary schedule.

□ The observed teacher will not receive the Q-Comp Performance Pay and remain at the same level on the salary schedule.

Staff Member Signature: _____ Date: _____

*Signatures indicate that the evaluations have been reviewed and discussed by both the observer and staff member.

*Staff members may add a response form.

*Documents for 3 observations will be stapled and turned in together to a Q-Comp Advisor by May 15th.
 These will be confidential and only used to confirm an advance on the salary schedule and if audited by the state.

Professional Growth Plan 20__-20__

District 876

Staff Member: _____

Building: Community Education   Elementary School   Middle School   High School

Grade/Subject: _____

GOAL	Your professional growth goal should be connected to the district or site goal. You will be expected to demonstrate growth in this area.
STRATEGIES	Indicate the strategy(ies) you will use to achieve your goal. State the specific steps or activities that you will incorporate/use.

Staff Member Signature _____ Date: _____

Lead Peer Coach Signature _____ Date: _____

Please retain a copy of this form for your records. Turn this form into your Lead Peer Coach by **October 15 of the current school year.*

Professional Growth Plan - Year End Reflection

20__-20__ - District 876

Staff Member: _____

Building: Community Education   Elementary School   Middle School   High School

Grade/Subject: _____

YEAR-END REFLECTION	Reflect on your past year. What progress did you make toward achieving your goal? What evidence do you have to demonstrate your growth?
STRATEGIES FOR FUTURE GROWTH	Indicate the area(s) in which you would like to continue to develop. (future goals)

Staff Member Signature _____   Date: _____

Lead Peer Coach Signature _____   Date: _____

Please retain a copy of this form for your records. Turn this form into your Lead Peer Coach by May 15 of the current school year.

Student Engagement: Guiding Questions

- How do teachers, evaluators, and peer reviewers define "student engagement"?
- What measures of student engagement would provide meaningful data for teacher reflection, development, and evaluation?
- What role will student engagement data play in your local teacher development and evaluation model?

Definition of "Student Engagement" in Minnesota's Example Model
Student engagement is an organizing framework for examining a student's commitment to and involvement in learning, which includes **academic**, **behavioral**, **cognitive**, and **affective** dimensions. It is influenced by the context of family, peers, community, and school. Within the classroom, a teacher can influence student engagement through **relationships** with students and the **relevance** and **rigor** of instruction.

Potential Sources of "Longitudinal Data"

- Levels of rigor in classroom instruction and assignments
- Strategies for connecting content to students' lives
- Relationships with students
- Frequency monitoring student behavior
- Strategies for minimizing classroom disruptions and off task behavior
- Management of transitions
- Efficiency and consistency of classroom routines
- Organization of learning groups
- Communication of explicit learning objectives
- Facilitation of student questions and responses
- Quality and frequency of feedback
- Instructional match to student abilities and needs
- Use of multiple teaching methods
- Delivery of instruction at a quick, smooth, efficient pace
- Clarity of directions
- Use of homework to enhance learning
- Use of student mediated strategies
- Student responses to a perception survey Metacognitive strategies

- Study skills
- Self-monitoring procedures
- Self-management skills
- Student goal setting
- Student responses to teacher interactions
- Student attention to learning activities
- Assignment completion rates
- Levels at which students express ideas and pose questions relevant to learning
- Levels at which students initiate and complete tasks
- Levels at which students are on- task and working independently or in groups;
- Student body postures
- Frequency of disruptions
- Levels at which students regulate emotions and behaviors to meet classroom demands
- Levels at which students express a desire to do well and to learn
- Levels at which students enjoy the class, content, and teacher
- Levels at which students see themselves represented in the class or content;
- Classroom community
- Levels of rigor in student goals