

# Marshall Public Schools



## Teacher Development, Evaluation, and Peer Support Handbook

### 2014-2015 Development Committee:

**Scott Monson, Superintendent**  
**Amanda Grinager, Director of Curriculum**  
**Brian Jones, High School Principal**  
**Darci Love, Park Side Principal**  
**Michelle Noriega, MA-TEC Assistant Principal**  
**Mary Kay Thomas, Middle School Principal**  
**Jeremy Williams, West Side Principal**

**Jennifer Gregoire-Swedzinski, EA President**  
**Kathy Pearson, MA-TEC/HS Social Worker**  
**Jennifer Klenken, West Side Teacher**  
**Tracy Zahnnow, Park Side Teacher**

*To Educate, support, and prepare all learners for success.*

## **Table of Contents**

<b>TEACHER DEVELOPMENT, EVALUATION, AND PEER SUPPORT OVERVIEW.....</b>	<b>3</b>
<b>THREE-YEAR PROFESSIONAL REVIEW CYCLE .....</b>	<b>4</b>
<b>COMPONENTS DEFINED.....</b>	<b>5</b>
<b>COMPONENT ONE: TEACHER PRACTICE .....</b>	<b>6</b>
<i>Domain 1: Planning and Preparation.....</i>	<i>6</i>
<i>Domain 2: The Classroom Environment.....</i>	<i>7</i>
<i>Domain 3: Instruction.....</i>	<i>8</i>
<i>Domain 4: Professional responsibilities.....</i>	<i>9</i>
<b>COMPONENT TWO: STUDENT ENGAGEMENT.....</b>	<b>10</b>
<b>COMPONENT THREE: STUDENT LEARNING AND ACHIEVEMENT.....</b>	<b>11</b>
<b>PROFESSIONAL GROWTH AND DEVELOPMENT PLAN (PDGP).....</b>	<b>13</b>
<b>PEER REVIEW PROCESS AND PLC PARTICIPATION .....</b>	<b>13</b>
<b>TEACHER PORTFOLIO (OPTIONAL) .....</b>	<b>13</b>
<b>PROFESSIONAL PORTFOLIO ALIGNMENT .....</b>	<b>14</b>
<b>TEACHER IMPROVEMENT PROCESS.....</b>	<b>15</b>
<b>PROFESSIONAL DEVELOPMENT .....</b>	<b>15</b>
<b>MPS EFFECTIVE TEACHING PROCESS.....</b>	<b>16</b>
<b>GOAL WORKSHEET .....</b>	<b>17</b>
<b>GOAL WORKSHEET .....</b>	<b>18</b>
<b>SUMMATIVE STUDENT LEARNING AND ACHIEVEMENT RUBRIC.....</b>	<b>21</b>
<b>CORRECTIVE ACTION PLAN.....</b>	<b>22</b>
<b>SUMMATIVE STUDENT LEARNING AND ACHIEVEMENT RUBRIC .....</b>	<b>19</b>

The goal of the teacher evaluation process is to improve teacher practice and increase student achievement. The processes and guidelines discussed in this handbook were developed with representatives from the Marshall Education Association and Administration. The information included in this handbook denotes compliance with Minnesota Statute 1222A.40 (2012) and Minnesota Statute 122A.41 (2012).

**Summative Evaluation**

There are three components of the summative evaluation, represented by the triangle in the middle of Figure 1. They are 1) professional practice, 2) student engagement, and 3) evidence of student learning. Figure 1 illustrates the three components and how they relate to one another, to teacher professional development and learning, and to district priorities.

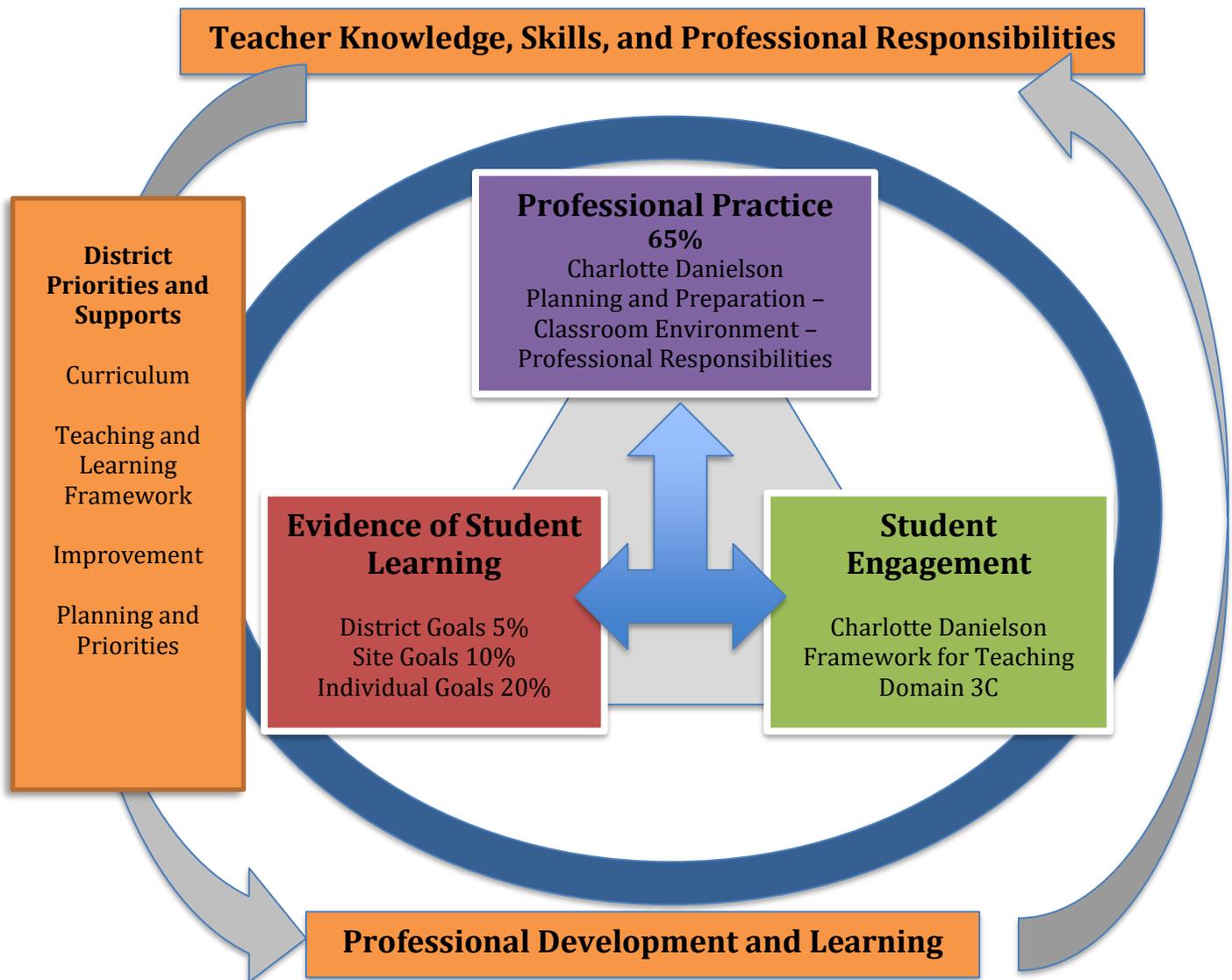


Figure 1

Teachers approach their work with knowledge, skills, and professional responsibilities. Teacher practices include planning, instruction, environment, and professionalism. Teacher practices have influence on and are influenced by student learning and achievement. We also know that engaged students have greater achievement and vice versa, thus there is a mutual relationship between student outcomes (learning and achievement) and teacher practice.

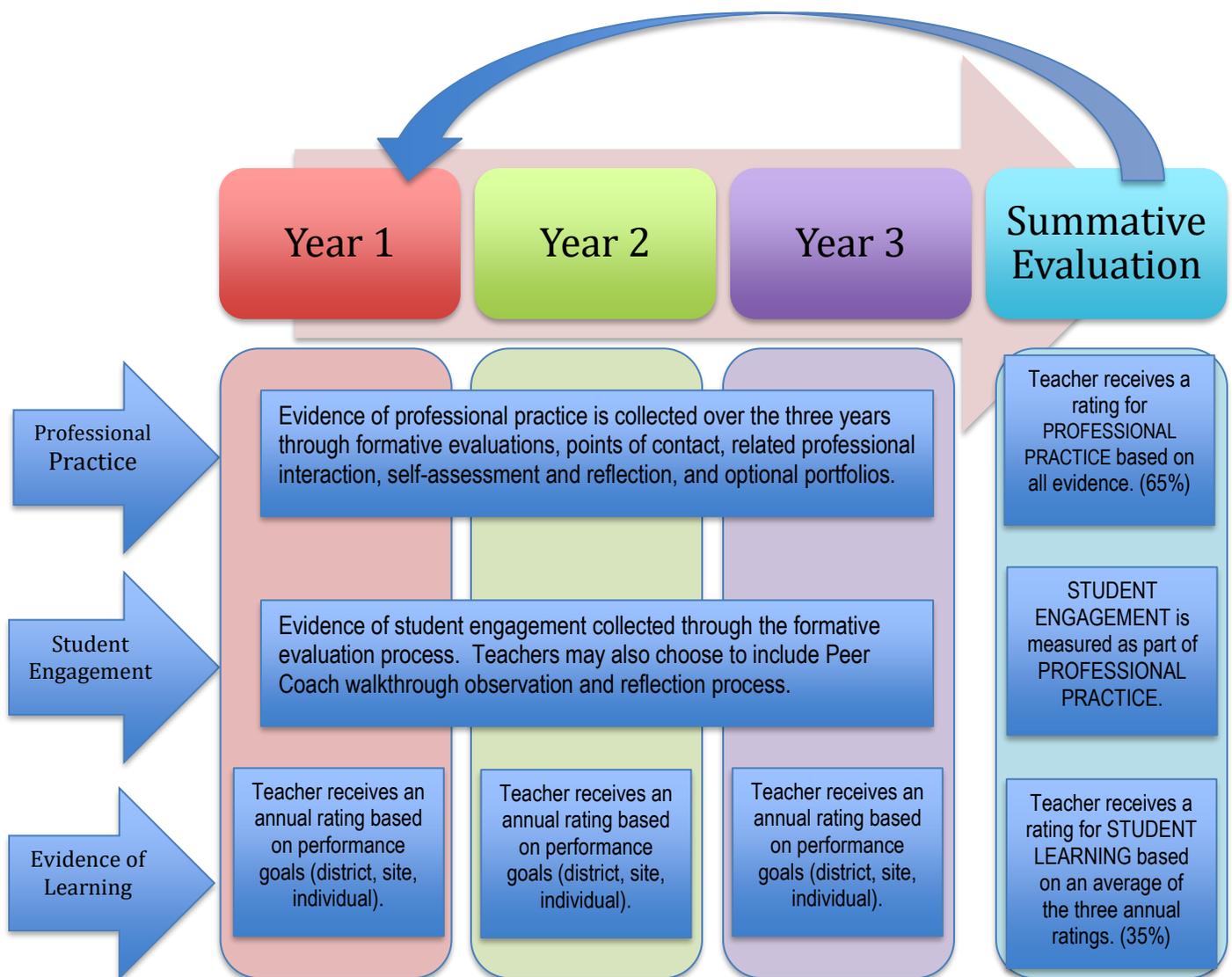
The triangle formed by professional practice, student engagement, and evidence of student learning represents a relationship between teachers' actions and student outcomes. Professional practice, student engagement, and student learning and achievement are the major components of the Marshall Public School's Teacher Development, Evaluation and Peer Support model. Evaluators measure teacher practice and student outcomes in order to help teachers improve in their profession and overall effectiveness. Additionally, peers support and direct improved professional practice and effectiveness through peer coaching and the observation processes.

What a teacher learns through studies of practice and of students' outcomes identifies areas to learn and grow and directs professional learning. Intentional planning and professional growth activities increase the teacher's knowledge, skills, and professional responsibilities, thus improving their practice and students' outcomes. All of the growth and evaluation activity happens within a broader framework of district and school priorities.

Marshall Public School administrators will be trained on using the Danielson Framework for Teaching and will complete all annual and summative evaluations. For most teachers, the administrator a teacher meets with to complete his goals will be the administrator doing the evaluation.

### THREE-YEAR PROFESSIONAL REVIEW CYCLE

In Marshall Public Schools, a teacher engages in a continuous three-year professional review cycle as shown below. Each of these elements are further described and defined in the subsequent sections of this handbook.



## COMPONENTS DEFINED

Model Component	How is this component defined?	How is this component measured?	How is this component weighted?
Professional Practice	<p>Charlotte Danielson's Framework for Teaching identifies aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning.</p> <p style="text-align: center;"><u>The FfT is defined by four domains:</u>                      Planning and Preparation                      Classroom Environment                      Instruction                      Professional Responsibilities</p> <p>Each domain is further defined and clarified through components and elements.</p>	<p>Using the Charlotte Danielson's Framework for Teaching Evaluation Instrument and evidence gathered from:</p> <ul style="list-style-type: none"> <li>• Points of contact</li> <li>• Related professional interaction</li> <li>• Self-assessment and reflection</li> <li>• Administrative observations</li> <li>• Administrative walkthroughs</li> <li>• Teacher portfolio (optional)</li> </ul> <p>Each domain and related components are applied using a clearly defined rubric with performance indicators.</p>	65%
Student Engagement	<p>Evidence that students are engaged includes students that are enthusiastic, interested, actively working, and using critical thinking and problem solving skills. Within the classroom, teachers can influence student engagement through their relationships with students, and the relevance and rigor of their instruction.</p>	<p><b>Domain 3, Component C: Engaging Students</b> in Learning from Charlotte Danielson's Framework for Teaching Evaluation Instrument will be used. <u>The student engagement component is not weighted separately because it is included in the Teacher Practice model component.</u></p>	
Student Learning and Achievement	<p>Evidence that student learning is taking place with accountability to individual, site, and District growth.</p>	<p>Scorecard results in the areas of District goals, site improvement plan results, and individual teacher defined evidence.</p> <p style="text-align: center;">District Goals - 5%                      SIP Goals - 10%                      Individually Defined - 20%</p>	35%
<b>TOTAL</b>			<b>100%</b>

\*The Marshall Public School Teacher Development, Evaluation, and Peer Support model is independent of educator compensation.

## COMPONENT ONE: TEACHER PRACTICE

The teacher practice component includes teacher activities that impact student outcomes. These practices are applied to Charlotte Danielson's Framework for Teaching. The framework consists of four domains and is further defined by components and elements. Each domain and related components are applied using a clearly defined rubric with performance indicators.

### DOMAIN 1: PLANNING AND PREPARATION

Includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designed instruction and assessment.

	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrates knowledge of content and pedagogy</b>	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<b>1b: Demonstrates knowledge of students</b>	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, cultures, skills or interests, and does not attempt to use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, cultures, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, cultures, skills, and interests, and uses of this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, cultures, level of development, skills, and interests, and uses this knowledge to plan for individual student learning.
<b>1c: Selects instructional outcomes</b>	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning related to curriculum standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
<b>1d: Demonstrates knowledge of resources</b>	Teacher is unaware of school or district resources available either for teaching or for students who need them.	Teacher displays limited knowledge of school or district resources available either for teaching or for students who need them.	Teacher is fully aware of school or district resources available for teaching, and knows how to gain access to school and district resources for students who need them.	Teacher seeks out resources for teaching in professional organizations, on the Internet, and in the community, and is aware of resources available for students who need them, in the school, the district, and the larger community.
<b>1e: Designs coherent instruction</b>	The various elements of the instructional design do not support the stated goals or will not engage students in meaningful learning, and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated goals and will engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated goals and will engage students in meaningful learning; and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated goals, will engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
<b>1f: Assesses student learning</b>	Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals and is inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals, and is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

Addresses the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment.

	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a: Creates an environment of respect and rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students, reflect general warmth and caring, and are respectful of the cultural and developmental differences between groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring towards individuals and sensitivity to students' cultures and levels of development. Students themselves ensure maintenance of high levels of civility among members of the class.
<b>2b: Establishes a culture for learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning with commitment to the subject by both teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.
<b>2c: Manages classroom procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instructional time.	Classroom routines and procedures have been established and function smoothly, with little loss of instructional time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>2d: Manages student behavior</b>	Student behavior is poor, with no clear expectation, no monitoring of student behavior, and inappropriate responses to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful to students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.
<b>2e: Organizes physical space</b>	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to most students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students, including those with special needs. Technology is available, as appropriate to the lesson.

## DOMAIN 3: INSTRUCTION

Is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn.

	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Communicates clearly and accurately</b>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students' cultures or levels of development.	Teacher's oral and written communication contains no errors but may not be completely appropriate to students' cultures or levels of development. It may require further elaboration to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students' cultures and levels of development.	Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels or development. It also anticipates possible student misconceptions.
<b>3b: Uses questioning and discussion techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level or inappropriate questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and participation by all students.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and assume the responsibility for the participation of all students in the discussion.
<b>3c: Engages students in learning</b>	Students are not at all intellectually engaged in learning, as a result of activities or materials inappropriate to their cultures or levels of understanding, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially in significant learning, resulting from activities or materials culturally or developmentally appropriate to only some students, or uneven lesson structure or pacing.	Students are intellectually engaged throughout the lesson in significant learning, with appropriate activities and materials, instructive representations of content, and suitable lesson structure and pacing.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the representation of content, the activities, and the materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<b>3d: Uses Assessment for Instruction</b>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<b>3e: Demonstrates flexibility and responsiveness</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.	Teacher is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment.

	Unsatisfactory	Basic	Proficient	Distinguished
<b>4a: Reflects on Teaching</b>	Teacher's reflection on the lesson does not provide an accurate or objective description of the event of the lesson.	Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved.	Teacher's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Maintains Accurate Records</b>	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
<b>4c: Communicates with Families</b>	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. They convey information to families about individual students in a culturally appropriate manner.	Teacher communicates frequently and sensitively with families and responds to the individual and cultural needs of families. Teacher successfully engages families in the instructional program; students participate in communicating with families.
<b>4d: Contributes to the School and District</b>	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district events and projects.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
<b>4e: Demonstrates Professional Growth</b>	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are convenient or are required.	Teacher seeks out opportunities for professional development based on an individual assessment of need.	Teacher actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as action research and mentoring new teachers.
<b>4f: Shows Professionalism</b>	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students. Appearance is unacceptable for classroom setting.	Teacher's attempts to serve students are genuine but limited.	Teacher makes genuine and successful efforts to ensure that all students are well served by the schools.	Teacher assumes a leadership role in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

## COMPONENT TWO: STUDENT ENGAGEMENT

The second component, student engagement, examines a student's commitment to and involvement in learning. Within the classroom, a teacher can influence student engagement through relationships with students and the relevance and rigor of instruction. If teachers build positive relationships with students, make content relevant to students, and plan and facilitate rigorous instruction, then students will be engaged at high levels. Student engagement will be determined by Danielson 3C: Engages Student in Learning, but does not carry a separate measure of performance and is rated as a part of the measure of teacher practice.

When performing peer reviews, Peer Coaches could use the Student Engagement Walkthrough rubric (© International Center for Leadership Education) at the teacher's request. This checklist could be used for discussion and reflection between the teacher and the Peer Coach and as an opportunity for growth. In addition, this process may be offered by the educator as evidence of student engagement as part of their three-year formal evaluation.

Student Engagement Walkthrough	Observed	Not Observed	Not Applicable	Area of Noted Strength
<b>Positive Body Language:</b> Students exhibit body postures that indicate they are paying attention to the teacher and /or other students.				
<b>Consistent Focus:</b> All students are focused on the learning activity with minimum interruptions.				
<b>Verbal Participation:</b> Students express thoughtful ideas, reflective answers, and questions relevant or appropriate to learning.				
<b>Student Confidence:</b> Students exhibit confidence and can initiate and complete a task with limited coaching and can work in a group.				
<b>Fun and Excitement:</b> Students exhibit interest and enthusiasm and use positive humor.				

© International Center for Leadership Education

## COMPONENT THREE: STUDENT LEARNING AND ACHIEVEMENT

The third component, student learning and achievement, focuses on the teacher's role in this area. Student learning is a main driver of effective teacher practices. A great teacher continually assesses student achievement against standards and uses results to modify his/her practice, to intervene when students struggle, to differentiate instruction, and to personalize instruction.

### **How do Student Learning Goals (SLGs) fit in with the Teacher Development and Evaluation plan?**

Minnesota Statutes 122A.40 and 122A.41 require that a minimum of 35% of a teacher's evaluation be based on student growth measures. Student growth measures have been further defined and clarified as evidence of student learning.

Our goal setting process at MPS includes teachers writing a minimum of two annual goals, one focused on professional growth and development, and the other showing a measure of student growth. The SLG is the evidence of student learning.

### **Who creates SLGs?**

All teachers write their own SLG annually. It is suggested that the SLG align to District and Site learning goals.

Non reading and math teachers should work with their administrator to determine a measure of student growth.

The SLG needs to follow the District template from this handbook, and is agreed upon by the teacher and administrator annually.

### **What data is needed to write an SLG?**

All teachers identify the content area and standards to be addressed in their SLG.

Each teacher will work with his/her administrator to identify target students. Teachers may choose to write an SLG that includes all their students or a specific subgroup. The students chosen need to be clearly defined in the SLG (i.e. grade level, course, number, or other subgroup).

Whenever possible, an SLG will span the length of a course.

Teachers look at baseline and trend data to write their SLGs. The data is used to summarize the teacher's analysis of baseline data by identifying student's strengths and weaknesses. The baseline data is used in determining student learning goals.

### **What assessments are used in the SLGs?**

Marshall Public Schools recognizes assessments divided into different groups:

1. State or National standardized tests (MCA, NWEA, AIMSWeb)
2. District- or team-created common assessments
3. Commercially available assessments (Textbooks, e-books, Consumables)
4. Teacher-created assessments

Teachers are encouraged to use the highest-ranking applicable assessment in their SLG.

If a teaching assignment is not conducive to common assessments, a teacher may choose to use self-created individually administered assessments. In this situation, the assessments should be approved by a building administrator before being tied to an SLG.

The assessment used should allow all students the ability to demonstrate learning and growth.

## How is a growth target developed?

Teachers will consider all the available data and content requirements to determine what growth targets students will be expected to reach.

The growth targets should be developmentally appropriate, tiered to allow all students the ability to demonstrate growth, and be ambitious but yet attainable.

A rationale for the growth target should be included in the SLG.

Sample growth target criteria are listed below. Teachers can select a growth target model that works best for their situation.

### EXAMPLES OF GROWTH TARGETS

#### Basic Growth Target

All students have the same growth target.

-example: All of my students will grow by 20 points by the end of the semester.

#### Simple Average Growth Calculation

Growth targets are determined by a common formula, but each student has a different growth target based on his or her pre-assessment score.

-example: Based on the pre-assessment score, students will score halfway between their baseline score and 100.

-If a student scored 50 on the pre-assessment, his or her growth target is 75.

-If a student scored 40 on the pre-assessment, his or her growth target is 70.

#### Tiered Growth Target

Group students together based on their pre-assessment scores.

Divide students into three or more categories (low, mid, advanced).

-example:

Pre-assessment score	Growth score
0-45 points	65
46-70 points	75
70+ points	85

#### Advanced Tiered Growth Target

Students have a tiered target based on their pre-assessment score.

Divide students into three or more categories (low, mid, advanced).

Students have to reach the greater of the two targets.

-example:

Pre-assessment score	Growth score
0-45 points	65 or +35 points, whichever is greater
46-70 points	75 or +15 points, whichever is greater
70+ points	85 or +14 points, whichever is greater

### **Individual Student Growth Target**

Each student has his/her own growth target.

Can use tiered targets as a guide for individual targets and adjust up or down as appropriate.

-example:

Student Name	Pre-assessment	Growth score
John G.	43	71
Sally M.	68	77
Mary S.	55	74

### **PROFESSIONAL GROWTH AND DEVELOPMENT PLAN (PDGP)**

The PGDP is based on a three-year professional review cycle. Each teacher will develop a PGDP in order to set and pursue professional development goals and plan professional learning activities tied to professional growth over a three year period. Self-evaluations, peer observations, and formative evaluations shall be used to determine the area of focus and professional development goals. As part of the three-year PGDP, teachers will develop goals that are annually reviewed and revised by the teacher and administrator. One of a teacher's annual Individual Learning Plan goals may be used in the PGDP if approved by the administrator.

### **PEER REVIEW PROCESS AND PLC PARTICIPATION**

Teachers will participate in two peer reviews annually by a trained peer coach. For each peer review, there will be a pre- and a post-conference. The peer reviews will be documented on the PLC sharesite. A teacher may optionally choose to utilize the peer review as evidence for their summative evaluation.

All teachers are offered the opportunity and are compensated to participate in a Professional Learning Community during the school day. PLCs meet weekly for one hour.

### **TEACHER PORTFOLIO (OPTIONAL)**

The teacher portfolio is a collection of evidence demonstrating teacher practice, student engagement, and student learning and achievement. A teacher has the right to submit a portfolio to the administrator creating the summative evaluation as a source of evidence. The administrator must consider portfolio evidence, if submitted, when determining component ratings for a summative evaluation.

## PROFESSIONAL PORTFOLIO ALIGNMENT

This serves as an example of how a professional portfolio can be aligned to Minnesota Teaching Standards - Framework for Teaching (FFT).

Domain 1	Domain 2	Domain 3	Domain 4
Planning and Preparation	The Classroom Environment	Instruction	Professional Responsibilities
<ul style="list-style-type: none"> <li>• Demonstrate Knowledge of Content and Pedagogy</li> <li>• Demonstrating Knowledge of Students</li> <li>• Selecting Instructional Outcomes</li> <li>• Demonstrating Knowledge of Resources</li> <li>• Designing Coherent Instruction</li> <li>• Designing Student Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Creating an Environment of Respect and Rapport</li> <li>• Establishing a Culture for Learning</li> <li>• Managing Classroom Procedures</li> <li>• Managing Student Behavior</li> <li>• Organizing Physical Space</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with Students</li> <li>• Using Questioning and Discussion Techniques</li> <li>• Engaging Students in Learning</li> <li>• Using Assessment in Instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on Teaching</li> <li>• Maintaining Accurate Records</li> <li>• Communicating with Families</li> <li>• Participating in a Professional Community</li> <li>• Growing and Developing Professionally</li> <li>• Showing Professionalism</li> </ul>
Examples: Curriculum Maps, Teaching Schedule, Sample Lesson Plans, SIOP Lesson Plan	Examples: Classroom Procedures, Student Conduct Plan, Pictures of Classroom Layout/Design, Getting to Know Students	Examples: Classroom Communications, Expectations for Learning, Formative Assessments, Discussion Questions, Use of Student Groupings, Activities, Materials, Resources	Examples: School Improvement Plans, Community Connections, Mentoring, Evaluations, Committee Work, Professional Learning Log, Professional Development Notes, Observation Notes of Teachers

1. Professional Learning Log with Reflection (Domain 4):

- Professional Learning Activity
- Date
- Presenters
- List three new things you learned.
- List two ways this will change your practice.
- How might today's learning impact student achievement?
- Other comments or insights.

2. Major Achievements for the School Year (Domain 4):

3. Reflective Statement (RS) (Domain 1): a written statement that demonstrates reflection on his or her professional accomplishment and includes a self-assessment of his or her professional growth using one of the following types of evidence:

1. Support for student learning
2. Use of best practices techniques and their applications to student learning
3. Collaborative work with colleagues that includes examples of collegiality i.e.: attest-to committee work, collaborative staff development programs, professional learning community work
4. Continual professional development i.e.: job-embedded or other ongoing formal professional learning, including coursework

## **TEACHER IMPROVEMENT PROCESS**

The state statute requires that districts develop a teacher improvement process to address teachers not meeting professional teaching standards. Each teacher will receive a summative evaluation score based on teacher practice and student learning and achievement. A teacher attaining a proficiency rating of less than 1.5 in a particular domain on an annual evaluation or on a summative evaluation will receive a corrective action plan.

At the end of this document a Corrective Action Plan template is attached. While a teacher may provide input in regard to the plan contents, the evaluator/supervisor has the ultimate authority for developing the plan.

## **PROFESSIONAL DEVELOPMENT**

Thoughtful and effective professional development is at the core of improving teacher effectiveness. MPS encourages teachers to use the results of their summative evaluation when developing their PGDP area of focus. In addition, building administrators will use building summative evaluation results when planning staff development activities for their building.

## MPS EFFECTIVE TEACHING PROCESS

The following matrix details district expectations of the teaching process. It includes but may not be limited to the evidence an evaluator will reflect on to compose the three-year summative evaluation.

	Standards Are Taught	Standards Are Learned	How we respond when student do/don't learn?	Students Don't Forget What They've Learned
Teacher	<ul style="list-style-type: none"> <li>• Teacher regularly pre-assesses essential elements from previous units/courses/grades (such as L to J or SRQ)</li> <li>• Teacher guides the goal setting process at the individual and classroom levels</li> <li>• Teacher uses the Instructional Framework that includes the Plan/Teach/Monitor/Adjust Process</li> <li>• Teacher follows the Essential Elements for each year/course/unit developed by PLC groups</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher makes students aware of the "I can" statements they will need for the unit by referring to the list given to them at the start of the year/course</li> <li>• Teacher provides an example of high quality work that is understood by all students.</li> <li>• Teacher establishes a standard or rubric for the "I can" statements that is understood by all students.</li> <li>• Teacher constantly checks student progress with formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher checks progress with short assessments</li> <li>• Teacher provides enrichment activities in place of or in addition to the standard activities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher regularly assesses essential elements from previous years/courses/units (such as LtoJ or SRQ)</li> </ul>
Student	<ul style="list-style-type: none"> <li>• At the beginning of the year/course/unit, classroom expectations are shared</li> <li>• Students are made aware of the "I can" statements they will need for the year/course/unit</li> <li>• Students set individual academic and behavior goals for the year/course/unit</li> <li>• Class sets mission statement and completes one page plan for year/course</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed on standards frequently</li> <li>• Teacher provides direct instruction in vocabulary terms and phrases that are important to the standards subject matter content.</li> <li>• Students discuss why this standard is relevant and important to study</li> <li>• Students set learning goals and track their own progress in achieving those goals</li> </ul>	<ul style="list-style-type: none"> <li>• Students who are not making satisfactory progress are provided tutorial activities</li> <li>• Students who are making satisfactory progress are provided enrichment activities and/or moved to the next skill level or standard</li> </ul>	<ul style="list-style-type: none"> <li>• Students not making progress on assessment go back to #3 "students who didn't learn the standard"</li> <li>• Students making progress go on to next standard</li> </ul>

## GOAL WORKSHEET

*Lifelong learning and professional development are important to effective and productive educators. Strategic professional development requires careful definition of goals and performance criteria, followed by action plans to achieve desired performance. This Goal Worksheet and Action Plan will guide you in developing your goals, the action plan to achieve the goals and document your performance improvements over the coming school year.*

**Name:**

**Building:**

**School Year:**

**Teaching Assignment:**

**All goals must be S.M.A.R.T. goals:**

- **Specific.** What will the goal accomplish? How and why will it be accomplished?
- **Measurable.** How will you measure whether or not the goal has been reached?
- **Achievable.** Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?
- **Results-focused.** What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?
- **Time-bound.** What is the established completion date and does that completion date create a practical sense of urgency?

### Section 1: Professional Growth and Development Plan (PGDP) Goals

*As part of this growth process, Marshall Public School teachers identify a minimum of two (2) personal goals annually as part of the Q-Comp process. Each teacher also identifies a three-year professional area of focus as part of his PGDP. One personal goal may align to the PGDP professional area of focus, and one or both goals may align to the individually defined evidence of student learning and achievement. The goals are reviewed annually with an administrator.*

**3-Year Professional Area of Focus:**

What year are you in the summative evaluation cycle: Year 1 \_\_\_\_ Year 2 \_\_\_\_ Year 3 \_\_\_\_ (Complete goal statements according to the corresponding year of your summative evaluation and populate previous years goals.)

YEAR 1 INDIVIDUAL GOAL STATEMENT:

YEAR 2 INDIVIDUAL GOAL STATEMENT:

YEAR 3 INDIVIDUAL GOAL STATEMENT:

For this year's goal:

Activities	Study (Monitor/Assess)	Act (Review of Data/Results)
How will I achieve my goal?	What data do I need to support achievement of the goal? What tools will I use?	Did I accomplish my goal? To What extent? What data will demonstrate attainment? Do I need to continue working on this goal?

# GOAL WORKSHEET

## Section 2: Annual Individual Goals

In lieu of individual goals, I chose to utilize the project option for fulfillment of my contractual obligations.

*Marshall Public School teachers identify a minimum of two (2) personal goals annually as part of the Q-Comp process. Each teacher also identifies a three-year professional area of focus as part of his/her PGDP. One (1) personal goal may align to the PGDP professional area of focus and fulfill the requirements for one (1) of the personal goals, and one or both goals may align to the component 3, individually defined evidence of student learning and achievement. All goals are reviewed annually with an administrator.*

### STUDENT LEARNING GOAL

---

**Content Area and Course(s):**

**Grade Level(s):**

**Academic Year:**

Please use the guidance provided in the Teacher Growth and Development Handbook in addition to this template to develop components of the SLG and populate each component in the space below.

#### Standards and Content

Identify standard(s) and content you plan to use as a focus for your student learning goal.

#### Baseline and Trend Data

Describe the students' baseline data and its relation to the overall course objectives.

- You could include results from beginning-of-course diagnostic test and tasks, standardized assessment results from previous year, results from assessments in other relevant subjects, students' grades in previous classes, or other documentation including informal conversation with prior year's teachers.

#### Student Population

Specify the student population or student group targeted.

- The information should include but is not limited to the number of students in the class, descriptions of any academic supports or interventions that are provided to students, and students on IEPs, 504s, or EL students.

- You could classify students into one of three levels of preparedness (e.g Under Prepared, Prepared, and Highly Prepared).

**Period of Time**

Specify the duration of the course that the SLG will cover. Include the beginning and end dates.

- The period of time would typically be the length of the course with the group of learners.

**Assessment(s)**

Describe which assessment(s) will be used to measure student learning, why the assessment(s) is appropriate for the goal. If the assessment is not a standardized test, include the grading scale or rubric used to score the assessment(s).

- Please attach the assessment(s) you plan to use if you are not using a standardized test.

**Growth Target(s)**

Describe where you expect the students to be at the end of instruction.

- Should be realistic yet challenging for all students.
- Needs to be specific and measurable.
- Should include how growth will be measured.

**Rationale for Targeted Student Growth**

Explain how the target was determined, including the data source and evidence used.

- Should be rigorous and achievable.
- Draws upon baseline assessment data, trend data, student outcomes, and/or standards.

**INDIVIDUAL GOAL STATEMENT:**

**FALL REVIEW**

**Teacher Signature and Date**\_\_\_\_\_

**Principal Signature and Date**\_\_\_\_\_

**SPRING REVIEW**

**Teacher Signature and Date**\_\_\_\_\_

**Principal Signature and Date**\_\_\_\_\_

## SUMMATIVE STUDENT LEARNING AND ACHIEVEMENT RUBRIC

District Goal:

Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Less than 60% met	60%-74% met	75%-89% met	90%-100% met

Site Improvement Plan-Math and Reading Goals:

Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Less than 60% met on Site Improvement Plan-Math and Reading Goals	At least 60% -74% met on Site Improvement Plan-Math and Reading Goals	At least 75%-89% met on Site Improvement Plan-Math and Reading Goals	At least 90% to 100% met on Site Improvement Plan-Math and Reading Goals

Student Learning Goal:

Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Less than 60% of students met or exceeded expected growth target.	At least 60%-74% of students met or exceeded expected target.	At least 75%-89% of students met or exceeded expected target.	At least 90% to 100% of students met or exceeded expected target.

### Final Summative Evaluation Score Determination

Fill in year 1, year 2, and year 3 information to determine your 3-year average. The 3-year average will be used to determine a score for each area.

	Year 1	Year 2	Year 3	3 Yr. Avg.	Percent	Total
District Goal Score					x 5%	
Site Goal Score					x 10%	
Individual Content Goal Score					x 20%	
Teacher Observation Avg. Score					x 65%	
<b>Total Weighted Average Score</b>						

For the purposes of identifying a final score for the summative evaluation, the following values will indicate the score identified:

1.0-1.49	Unsatisfactory
1.5-2.49	Basic
2.5-3.49	Proficient
3.5-4.0	Distinguished

## CORRECTIVE ACTION PLAN

Staff Member's Name:

Date of Evaluation(s):

School:

A Corrective Action Plan will be implemented for an educator who is evaluated and determined to be not meeting professional standards. While a teacher may provide input in regard to the plan contents, the evaluator/supervisor has the ultimate authority regarding the plan.

<b>Background Information</b> (facts, timelines, prior communication/ intervention/ assistance, publish authority- reference to policy etc.)		
<b>Statement of Deficiency</b> (reason for plan of assistance, connection to teaching standards and area of deficiency and impact)		
<b>Areas Targeted for Improvement</b>	<b>Activities/Recommendations</b>	<b>Timeline/Deadline</b>

I. Compliance (measure(s) of improvement to be applied, consequences for non-compliance or lack of improvement, scheduled follow-up\_

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

- Signatures indicate a conference between the educator and evaluator has taken place.
- Signature indicates the educator has read the Plan of Assistance.
- Signature does not necessary indicate concurrence and the educator is encouraged to respond to the plan in writing.
- Refusal to sign will require a third party signature.

**Distribution:**

Original	-Personnel File
Copy	-Staff Member
Copy	-Evaluator